NATION'S SCHOOLS



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THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION



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THE NATION'S SCHOOLS

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

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AMONG THE AUTHORS



Richard Wynn

What do teachers want besides adequate salaries? See RICHARD WYNN'S article on page 43. Dr. Wynn is associate professor of education at Teachers College, Columbia University, where he has been a C.P.E.A. associate since 1951. He is supervisor of Columbia's administrative internship program. Previously he was a high school teacher

at Stoystown, Pa., and supervising principal of Forbes Joint School, Kantner, Pa. During World War II he was a prisoner of war in Germany for a year before escaping.

Local citizens helped teach driver education at the high school in San Jose, Calif., thanks to the efforts of PRINCIPAL BEN SWEENEY (p. 87). Mr. Sweeney formerly was a teacher and curriculum coordinator at Abraham Lincoln High School and principal of Woodrow Wilson Junior High School, San Jose, and a teacher at Menlo School and Junior College, Menlo Park, Calif.

JOHN A. HARP JR. writes about a guidance program for the small school (p. 91). Mr. Harp has been principal of the high school at Carthage, Mo., since 1947. Before that he was a teacher at Gorin, Mo., and Rockhurst College, Kansas City, and principal at Unionville, Louisiana and Liberty, all in Missouri. One of his hobbies is educational, too—teaching an adult Sunday School class having an average attendance of about sixty. For three years he was president of the Carthage Council of Social Agencies.



Charles D. Neal

The administrators who think instructors for an internship program need to have had public school experience are happy with CHARLES D. NEAL'S qualifications. (p. 46.) Dr. Neal was a rural school teacher at Elkville, Ill., teacher and junior high school principal at Zeigler, Ill., general supervisor of the public school at Marion, Ind.,

and a high school principal in Champaign County, Illinois, before he joined the staff of Southern Illinois University as associate professor of education and principal of the elementary laboratory school in 1948. Since 1949 he has been professor of education and director of teacher training. In addition to a long list of articles for educational journals, Dr. Neal has written "Labeling Jars" for the American Bee Journal, one of his hobbies being beekeeping.

An effective way of bringing local citizens into the schools is described (p. 88) by MELVIN SELF. Dr. Self became

superintendent of schools at Perry, Okla., in 1954. Previously he had been high school athletic director at Deer Creek, Okla.; superintendent at Kremlin and Ames, Okla.; a lieutenant (j.g.) in the naval reserve, serving in the South Pacific; superintendent at Grove, Okla.; superintendent of Masonic homes in Oklahoma, and graduate assistant at Oklahoma A&M.



Gorton Riethmiller

GORTON RIETHMILLER (p. 58) practices the public relations philosophy that the administrator should be a community leader. The long list of organizations with which he works includes the Highland Park Community Council (former president), the Red Cross (former district chairman), United Community Services (now vice

president), the advisory committee for the school of nursing of the Highland Park General Hospital, and the mayor's civic improvement committee. Mr. Riethmiller has been associated with the public schools of Highland Park. Mich., since 1928, as high school teacher, boys counselor director of adult education, director of the pupil personnel department, and now administrative assistant in charge of instruction. In case he has any spare time, Mr. Riethmiller has developed a number of hobbies—piano, bowling, golf, writing, farming and gardening. He owns a 100 acre farm in Jackson County, Michigan.

HUGH B. WOOD (p. 54) has spent the last year and a half in India, where he has been director of a teacher training program under a Foreign Operations Administrations contract with the minister



Hugh Wood (left) with D. R. Regmi, minister of education and foreign affairs for Nepal; Paul Rose, director of U.S. Operations Mission, and T. N. Upraity, deputy secretary of education in Nepal.

of education at Nepal. At the present time the University of Oregon, on whose staff he is professor of education, is training 1050 native teachers in Nepal, with F.O.A. supplying funds. Students who will serve as a nucleus of an Indian teachers college will go to Oregon for university training, beginning in June. Before joining the University of Oregon staff in 1939, Dr. Wood was an instructor in education at Hudson College, Jersey City, N.J.; an associate in curriculum at Teachers College, Columbia University, and associate professor of education at Alabama Polytechnic Institute.

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OPINION POLL

Superintendents reject all-year school plan; teachers and buildings need three months to recoup and repair

A nationwide sampling of superintendents' opinions by The Nation's Schools

THE shortage of school buildings is a critical matter, but for most school superintendents it's not critical enough yet to disrupt the usual procedure of nine months of school followed by three months of vacation. Asked by The NATION'S SCHOOLS if they would favor an all-year school program where one-fourth of the pupils are on vacation each quarter and teachers are on teaching duty all year, 72 per cent of a sampling of superintendents from each state in the country answered No.

The proposal stated in the questionnaire is one that has recently been considered by several school systems in the United States, including Los Angeles, and has frequently been mentioned in the popular press as an answer to some of our more pressing educational problems, particularly the shortage of buildings. Of course, superintendents themselves go through an all-year program, but such a plan for others appeals to only three out of 10 superintendents.

The principal reasons that are given for favoring an all-year program are these: better utilization of school facilities, better yearly salaries for teachers and other employes, and a solution to the school building problem. These three reasons were the ones most frequently given by superintendents answering Yes to the opinion poll question, but other reasons were that it

would help fill in the students' spare time, would be an excellent way to carry out a summer recreation and camping program, and would be a help to slow learners and perhaps even to the gifted children.

The present 9 to 3 ratio of school to vacation is a result, says a superintendent, of the agrarian economy in the early days of this nation, but it no longer fills the bill in an industrial society. Pointing out that when all the students have the same three months of spare time they frequently create a behavior problem, this superintendent sums it all up, "It would keep a lot of people out of trouble and would help solve the teacher shortage at the same time."

MAINTENANCE A PROBLEM

A superintendent in Arizona is not so sure that pupils in other parts of the country would like to have their vacations during the winter months, but he sees some opportunity for this kind of scheme in his own part of the U.S. "From an educational standpoint," he said, "it would be a fine thing, but it would mean much more outlay of funds to pay for air conditioning of classrooms and for taking care of maintenance. Maintenance especially would be a terrific problem."

The superintendents who disapproved of this scheme gave many reasons. It would leave no time for

professional growth and development, they said. It couldn't be adapted in rural areas where harvesting takes place at a certain time of the year according to the seasons and not according to a particular kind of educational planning. Other objections hover around the difficulties it would impose on teachers. Teachers need a long rest from nervous tension, they said. The day-to-day work in classrooms cannot be compared to similar work in industry, and three months is just about right to get set emotionally and psychologically for the nine months that lie ahead. A sizable number of superintendents pointed to the problem of building maintenance and renovation. It would be difficult, they said, to keep buildings in repair and do the painting and refinishing that are the usual summer chore of school maintenance staffs.

Lending credence to the old cliché that men are just little boys grown old is the superintendent who still hasn't forgotten how he felt as a youngster and says, "I firmly believe that a good summer vacation is a child's heritage and contributes to his growing up. As far as I'm concerned, the less supervised and organized he is during this period the better off he is. We are trying too much in too many ways to see that the kids of today are constantly engaged in some activity or development program and in many ways we work to 'make 'em have fun.' After all, we shouldn't always be preparing kids for the future; they're living now, too, and a good three-month summer vacation is really living for most kids."

There is at least some middle ground between the two extreme positions of complete rejection or complete acceptance of the proposal for an all-year school. Some administrators favor increased attention to outdoor education, with school camps, school farms, and the like, to provide during the summer months a kind of education that is somewhat difficult to realize during the regular school term.

Some believe that a staff should be maintained to help children with special problems of catching up and also the problems of group living. At the high school level the continuation of work programs and distributive education is another possibility during the summer months.

As in other matters of policy, each community should determine the kind of program the school could carry out in regard to an all-year school.

Would you favor an all-year school program where one-fourth of the pupils are on vacation each quarter and teachers are on teaching duty all year (with an appropriate short vacation period worked out in a way similar to business and industry)?

Yes28% No

No

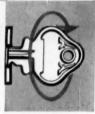
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QUESTIONS AND ANSWERS

Insurance Protection

Should state educational associations promote insurance protection for their members?

Many state education associations have helped to obtain various types of insurance coverages for members and their families. Others are contemplating doing so. This development has

come about because of several factors. Associations discovered that many members needing protection lacked it for various reasons-costs, remoteness from usual insurance contacts, failure to recognize the significance and importance of coverage, failure to obtain the types of coverages desired, lack of group organization. Their leaders had

often been told that teachers were poor risks and that no special rates or services could be provided. They saw other groups gaining special benefits and rates by group action.

Furthermore, associations had long felt the need for certain types of pupil protection not readily available elsewhere because of the necessity for low rates and the costs normally involved in the usual commercial operation. This type of service has led to evaluations as to how, where and why accidents to pupils and teachers occur and. in turn, to remedies reducing the possibilities of such accidents. For example, one company ascertained that over a long period of time football accidents of greatest frequency occurred not on the line but in open field running, particularly near the borders of the field. Too many broken collar bones suggested the necessity for better protection in this respect. School corridors, vestibules and stairways also have been improved to eliminate spots where accidents chiefly occurred.

The chief motivation of these insurance services is that of protection and ever increasing economy. The profit motive is subordinated to the motive of good protection at reasonable cost. Administrative and field costs are kept to a minimum. The whole venture is guided by the idea of mutual effort for the best coverages and insurance services at the lowest costs commensurate with the safety of the entire project.

In all cases the associations have much to say about the coverages and rates offered, the services given, and the general promotion of the plans. When new companies have been formed at the instance of associations, the directors are chosen from the teaching profession, officers receive no salaries, and management is placed in the hands of capable persons responsible to such directors.

After all, teachers are people. As a group teachers are entitled to obtain protection such as they desire. If they do not find it in one area they may seek another. Failing in this respect, experience shows that they are perfectly competent to develop their own protection. When they do so they organize as thousands of other companies, mutual and stock, have organized, under state laws. The only difference is that they build their programs for the peculiar needs of the teaching profession.-IRVING PEARSON, executive secretary, Illinois Education Association.



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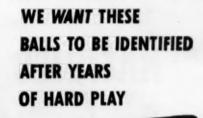
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READER OPINION

Tuberculosis Prevention in the Public Schools

I want to bring to the attention of your readers a situation that has greatly concerned me. My nephew, age 61/2, has contracted tuberculosis from his first grade teacher. He is one of four children so infected. As a result, these children will need to spend months in bed and will have at all times to be careful because they will be particularly susceptible to adult tuberculosis.

Tuberculous infection of children by unsuspecting teachers occurs all too often. Since becoming interested in this situation, I have discovered reports of similar infection of children by unsuspecting teachers in numerous other places, one just two weeks ago in a neighboring town. Since the occurrence has not been publicized, no effective action has been taken.

The most desirable preventive measure is an annual chest x-ray for all school personnel, including administrators, custodians, bus drivers, lunchroom employes, and teachers. A chest x-ray is a quick, painless and inexpensive procedure. Local and state tuberculosis associations and health departments have been most cooperative in making their facilities available free of charge.

Although in some localities there is a requirement for chest x-rays every three years for teachers, all school employes need this simple check every year, not only for their own protection but for the protection of children.

In addition to special screening checks for all school personnel, each child under 15 should have a yearly tuberculin test to detect possible infection as early as possible. Each child over 15 should have a yearly chest x-ray. All adults at home-parents, baby sitters, and household workersshould have yearly x-rays just as school personnel does. Children can be protected if we will carry out these relatively simple preventive measures.

All of us share responsibility for obtaining state and local legislation for annual chest x-rays for all school personnel.—FLIZABETH S. AVERY, assistant secretary and consultant in health education, American Association for Health, Physical Education and Recre-

No. 2 OF A SERIES

WHAT TO LOOK FOR IN QUALITY TOILET COMPARTMENT CONSTRUCTION

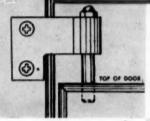
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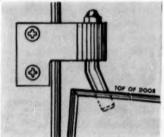
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See Sweet's or send for Catalog 92, describing all Sanymetal Compartments. If you wish, we will mail other advertisements of this series on quality construction details.



Roving Reporter

Biology Students Bring Them Back Alive and Dead . School System Finds Way

of Recruiting Teachers . Freshmen Are Invited to "Back to College Party"

BIOLOGY STUDENTS at Waynesboro, Miss., are making their own collections of snakes, birds, plants and animal organs.

Two boys are in charge of the snake collection (65 snakes of 30 varieties). They understand how to prepare and inject embalming fluid and how to prepare specimens for display. Many of the snakes are displayed in glass tubes. A professor at Mississippi Southern College has identified specimens unfamiliar to the science students.

Another collection, of beaver, squirrel, weasel, mole, raccoon and deer skins, is cared for by two other students. They have learned how to skin, cure and display their specimens attractively. They are especially proud of an albino squirrel skin recently added to the collection.

Other students have mounted the wings, tail and feet of many common birds on squares of corrugated paste-board covered with white paper. These specimens are used in the demonstrations of general biological principles.

Live colonies of earthworms, termites and ants and a colony of bees enclosed in glass are also kept in the science room.

The collections attract the attention of many nonscience students, who go to the laboratory to see them. Some of them become so interested they decide to take the general biology course. Last year the one small biology class began collecting fish and snakes as a special project. This year two large biology classes are continuing the work.

THE SCHOOL SYSTEM at Watertown, S.D., has found an answer to the problem of recruiting teachers. Nineteen high school seniors are practice-teaching in the elementary school there, learning whether they wish to make teaching their career.

The program is operated through the Adah Minard Future Teachers of America chapter at Watertown. Students may apply for membership in the club at the end of their junior year if they are in the upper half of their class scholastically and have been judged outstanding in character, industry and social maturity. Final approval is given only after the student has been thoroughly investigated by faculty members and the administration.

The cadet teachers may not take time from their regular classes but must use their study periods or free time for observation and instruction.

Although a few students have taught in the junior high school, they are, generally, discouraged from attempting practice teaching on the junior or senior high school level. Most of the cadet teachers work in the lower elementary grades and with one subject only, usually a basic subject, such as reading or arithmetic.

After being assigned to an experienced teacher, the student spends two or three months observing and helping plan room arrangements or correcting papers. About February 1, she begins instructing small groups or classes in the area in which she has been observing. The instruction is given under the watchful supervision of the regular teacher.

Sometimes the students learn that they do not want to be teachers—but school officials think it is desirable

for them to realize that fact. Last year 80 per cent of the cadet teachers did go on to college, confident that teaching is the right career for them.

During the 13 years the program has operated only two or three boys

have taken part in it. This is partly, school officials think, because boys are more likely to be interested in becoming coaches and so spend more time with the athletic program and partly because nearly all the cadet work is in the elementary field, which does not especially interest most high school boys.

JUST BEFORE high school graduates at Woodruff, S.C., leave for college they are given another indication of their school's interest in and concern for them—a "Back to College Party."

The party is given in the high school cafeteria in August. All former students attending or planning to attend college are invited. Plans for the party are made by the school administrators and a committee composed of college students. Members of the committee are selected at each year's party for the next year. (This will be the fourth year the plan has been carried out.) A "dutch" supper is served, and the program follows.

Last year's program featured three brief panel discussions. College sophomores discussed "The Problems of Being a Freshman." Juniors talked about "The Problem of Selecting a Major and a Life's Work." The seniors' topic was "The Fun and Friends of College Days." Then each teacher present (all faculty members were invited) spoke for a moment on "My Advice to a College Freshman."

Supt. S. C. Brissie thinks the 1954 party was particularly successful as the climax of the high school's guidance program. He has had letters from upperclassmen saying that as a result of the advice and suggestions offered at the party they are making study schedules, planning their work day by day, and, as a result, accomplishing more.

Freshmen have told him that the party reassures them of the interest of their high school and gives them a determination to succeed in college.

NOTICE

new bulletin board material adds pleasing color to any classroom

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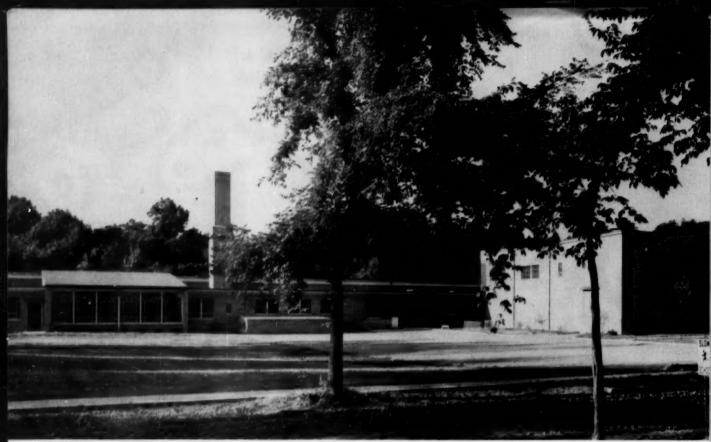
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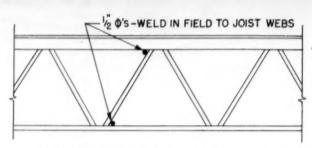
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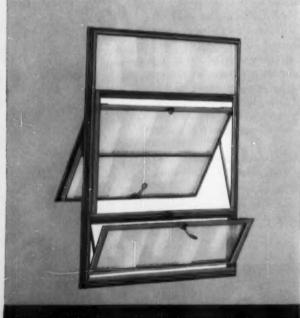
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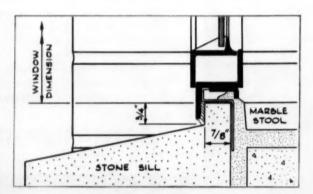
Front view of Normandy Road School, Bay Village, Ohio. Architects: Mellenbrook, Foley & Scott. Contractor: J. L. Hunting Company.



This ½" round horizontal bridging is recommended by the Steel Joist Institute, with ½" round bars bridging both top and bottom chords.



Ceco Architectural Projected Windows also contributed toward an economical, functional building. Their solid hot-rolled sections provide easy wall bearing anchorage, strength.



This sill detail, with the window frame overlapping the stone sill and the joint properly caulked, provides efficient watertightness and drainage. Another school-wise feature is the marble stool.



Close-up detail of Normandy Road School.

Note the variations in window use.

How a school for 400 students was built on a limited budget . . .

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It takes more than ingenuity to meet building budget problems . . . knowledge of workable short cuts is important here. So Architects Mellenbrook, Foley & Scott drew deeply on experience in designing the Normandy Road School, Bay Village, Ohio. The problem was to accommodate a set number of students—with a limited budget. Ceco Steel Joist Construction contributed to the solution by saving 15% over other floor and roof framing methods. It is the lightest of all fire-safe constructions and is easiest and fastest to erect. Ceco Standard Steel Joists were used effectively in classroom, office and corridor areas—bays being from 9' 95%" to 27' 4½" wide. Extended

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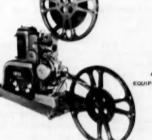
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Renoir, Pierre Auguste (1841-1919) French TWO LITTLE CIRCUS GIRLS (Reproduced by courtesy of Art Institute of Chicago)

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The article contains 67 paintings, faithfully reproduced in full, natural color; and 9 others in black and white. (This is an average of 1½ pictures to each page.) Among the famous artists whose finest works are reproduced are Renoir, Botticelli, Braque, Klee, Giotto, Van Eyck, Raphael, Da Vinci, Michelangelo, Titian, Veronese, Holbein, El Greco, Velasquez, Rubens, Rembrandt, Hals, Goya, Winslow Homer, Whistler, Picasso, Matisse, Dali, Orozco, etc.

A Liberal Education in Art from the Ancient Egyptians to the Ultramoderns

These pages (and the 3-page Reference-Outline for the Study of Painting, which also locates other information and pictures on painting and artists throughout the entire set) comprise, with related articles, a liberal education in art.

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The facts about the new 1955 edition given on this and on the opposite page (concerning the new article on Painting alone) give you but an inkling of how much Compton's can now mean to you and to your students. If you would like a Free Booklet of sample pages, we suggest that you mail the coupon below at once.

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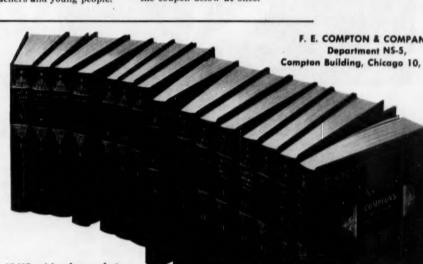
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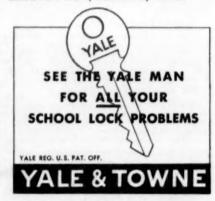
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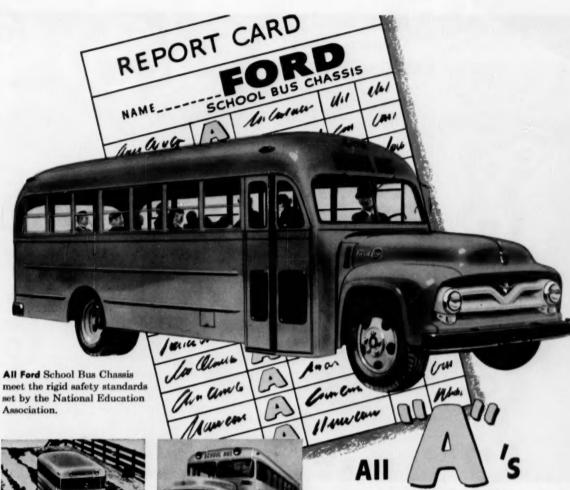


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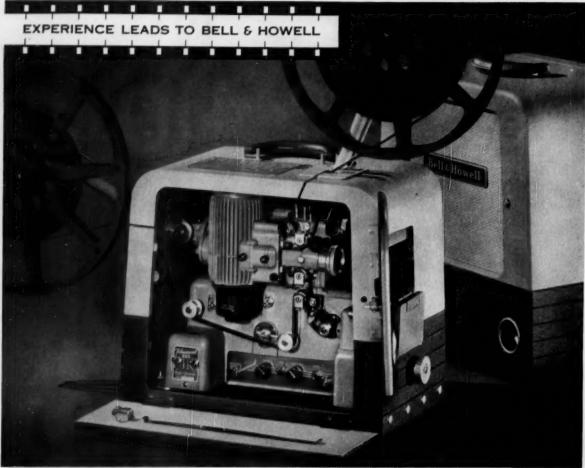
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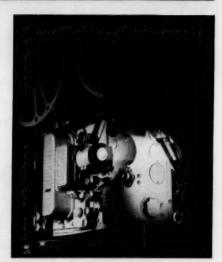
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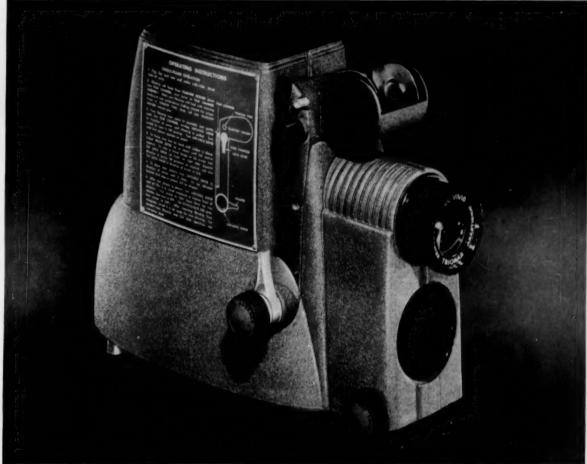
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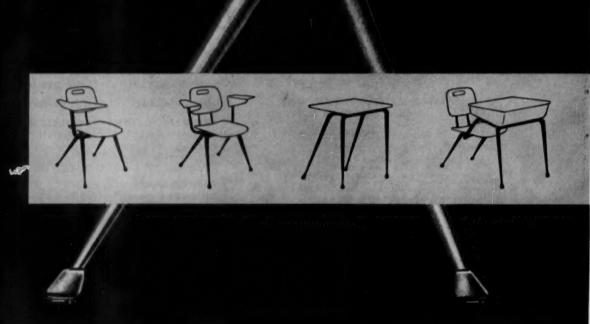
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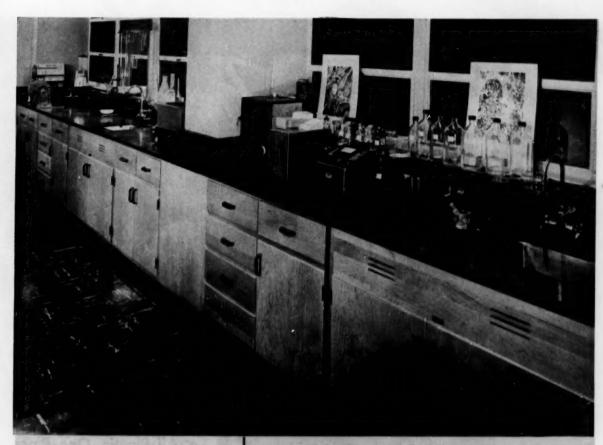
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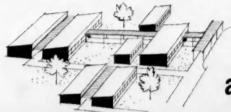
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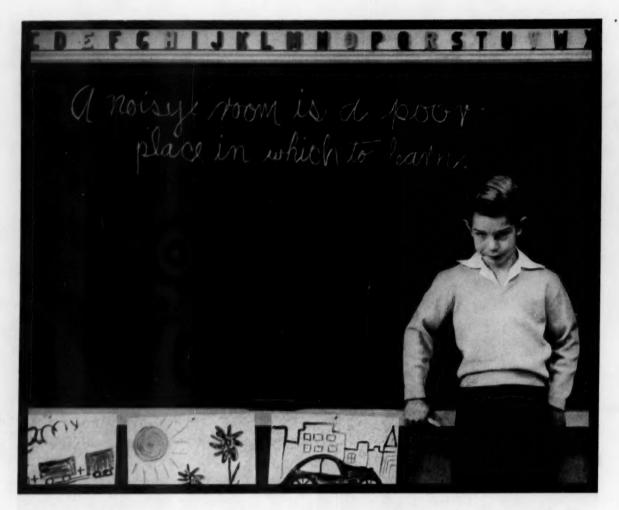
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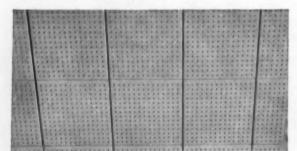


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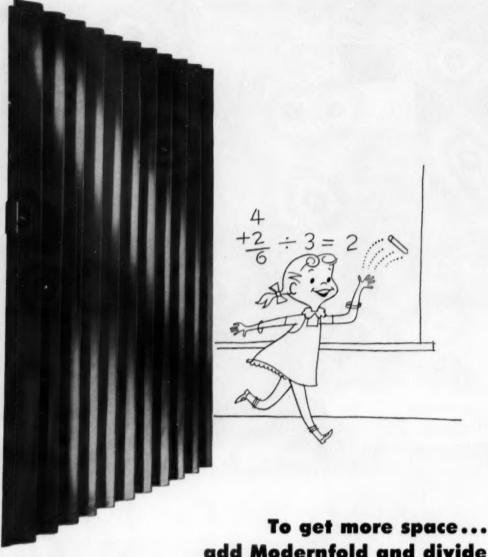
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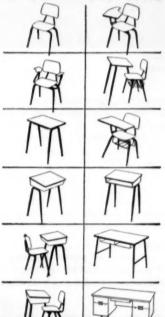
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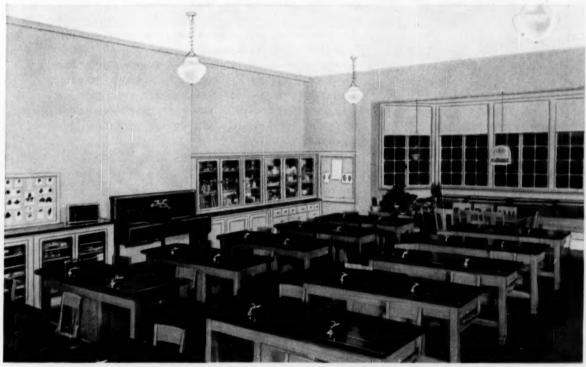
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dividually treated. Some are painted bright to improve lighting. Others are decorated in muted tones to subdue dazzling sunlight. Some rooms, especially those used by younger children, are painted in bright colors to increase interest and attention. Still others that are used by older students require pastel shades and soft harmonies to provide a calming influence.

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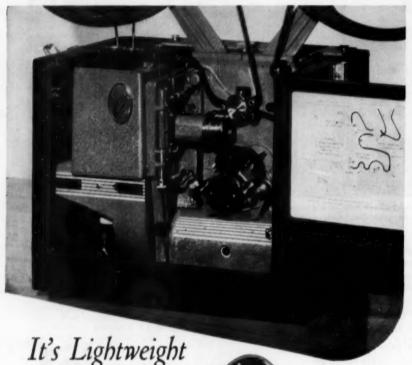
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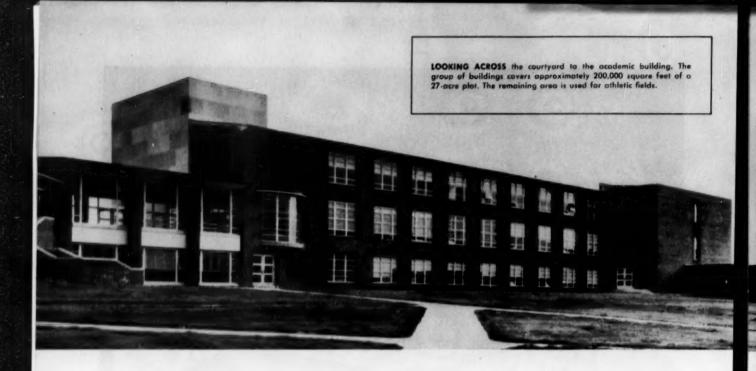
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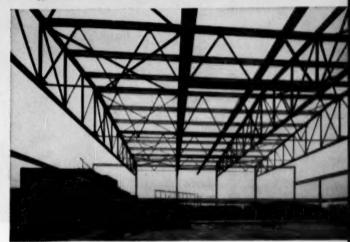
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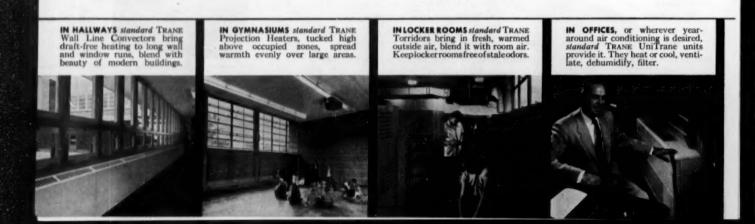
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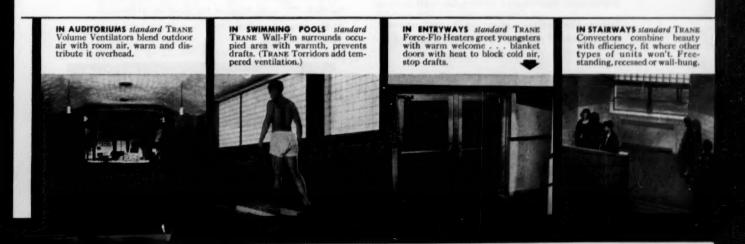
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Looking Forward

NATION'S SCHOOLS

Words Are Not Enough

IT IS time that friends of education in this country attempt to rescue the President from the mistakes of his own advisers." This statement evoked almost unanimous endorsement when it was expressed at the Denver meeting of the A.A.S.A. by Arthur F. Corey executive secretary of the California Teachers Association.

As chief executive for the largest state teachers association in this country (72,000 members) and as a leader in affairs of the National Education Assotion, Mr. Corey voiced a conclusion that was evident wherever federal aid was discussed at the three A.A.S.A. regional conferences.

Mr. Corey cited Senate Bill 968 (the federal "moneylenders'" bill for schools) as "dramatic evidence that the President of the United States is receiving bad advice from his subordinates in the field of education."

"In repeated public statements, President Eisenhower has established his firm belief in the importance of public education in a free country," but he "has been made to look bad by the ineptness of his advisers."

The California educator indicted both the Secretary of Health, Education and Welfare and the Commissioner of Education, pointing out that the President rightfully looks to these individuals for counsel and recommendation on educational problems. Mr. Corey then reviewed the undeniable evidence that S. 968 was developed in secrecy without even a pretense of communication with those who know and represent educational leadership in this country.

Asserted Mr. Corey: "There's every evidence that in its long history, the Office of Education never has been so completely dominated by noneducational influences as at the present time."

He recognized that critical words applied to the Secretary of H.E.W. might be interpreted as partisanship. And he therefore emphasized that he was expressing what he believes to be the thinking of representative Republican educators. "These people," he said, "have now concluded that the Secretary has neither the attitude, interest nor ability to formulate

and administer a practical and workable program for the federal government in the field of public education. We have no right to demand that the Secretary take our professional advice, but as educators and citizens we have the right to expect a sympathetic consideration of what we think."

If substantial federal aid to schools (and not loans) is blocked and stalled in Congress during the next five months—and schools open next September with no more federal help than they're getting now—the President himself will have made known by his actions where he really stands on this question of the federal government's responsibility to share in the cost of public education.

The President's fine words about the importance of education are appreciated. But they do not build classrooms or pay teachers' salaries.

The Fourth Chapter

NOW that its original five-year program is nearing completion, what can the Cooperative Program in Educational Administration show for its investment of ten million dollars (from grants and other sources)?

The question cannot be answered until there is a clearer picture of what these five years of research and experimentation have offered the school administrator—in addition to a sympathetic appreciation of the hazards of his job.

Intangible results can be claimed, such as the benefits of involvement and cooperative planning. But the real pay-off will be the impact of C.P.E.A. on actual practices in school administration.

The skeptical administrator may ask: "What has C.P.E.A. offered that was or can be really useful?"

The answer to that question is soon to be written. The sum of \$50,000, provided by the W. K. Kellogg Foundation, has been turned over to the A.A.S.A. to "implement" the maximum results from the funds and efforts expended to date.

In the words of Maurice F. Seay, education director of the Kellogg Foundation, the purpose of this two-year grant is "to add to the various procedures being followed by the regional centers in diffusing the results. This can be done by working with groups that seem to be in most need of and most responsive to the services of the C.P.E.A."

This movement for the upgrading of the superintendency originated from the grass roots of school and community life, and now its evaluation should be in terms of the entire five-year effort.

How has this research helped in the solution of problems that were sensed or defined in the many local and five regional meetings back in 1948? Those studies brought into focus three specific areas vitally affecting the status and competencies of the school administrator, namely, (1) his relationship to the school board, (2) his relationship to the community, and (3) his relationship to his staff. This was chapter one of the C.P.E.A. story.

The second chapter started with the adoption by the A.A.S.A. in 1948 of the recommendations of its study committee that a Developmental Committee be appointed to seek funds and enlist cooperating agencies.

The third chapter is the story of the research programs that "were established in eight regional centers, primarily with funds provided by the W. K. Kellogg Foundation and supplemented in large measure by college and university funds, facilities and personnel.

It's appropriate that the foundation now turns back to the A.A.S.A. the planning and leadership for evaluation of the five-year research program, much in the same manner that it encouraged the original study committee in the discovery of the needs and interests of school administration back in 1947-48.

Both the study group and the Developmental Committee have been chaired by Herold C. Hunt, now Eliot professor of education at Harvard University. It is believed that the new committee which takes over the diffusion process will continue under his chairmanship, as well it should.

To ensure closer contacts with the "grass roots" and close cooperation with related interests, the new committee of 17 will include representatives of the national groups serving school boards, chief state school officers, professors of educational administration, and county and rural area superintendents. Key officers of the A.A.S.A. will be on the committee, and directors of the C.P.E.A.'s eight regional centers.

Administrative leadership for the project has been assigned to Hollis A. Moore Jr., who will serve as executive secretary of the committee. Dr. Moore will relinquish his post as associate editor of The NATION'S SCHOOLS May 31.

This magazine is sorry to lose Dr. Moore, but it is happy that a member of its staff has demonstrated the competencies and leadership that uniquely qualify him for his new rôle.

But neither money nor personnel can guarantee to the W. K. Kellogg Foundation a full return for this latest investment in the upgrading of the superintendency. Much more depends upon the "readiness" of school administration to study and test the facts and assumptions that the C.P.E.A. research now offers them.

Long Sam, Short Ethics

IT'S asking too much to expect that newspaper comic strips be logical. But there's no excuse for the vicious attack on the teaching profession in the cartoon strip produced by Al Capp and Bob Lubbers.

"Long Sam," as the strip is called, is long on sex and sadistic tendencies and terribly short on ethics and good taste.

Two horribly caricatured individuals are introduced as Miss Genevieve Bangle, who teaches Poetry 4, and Miss Josephine Clinker, Chemistry 3. Explained the cartoonist, "They have tossed all inhibitions aside and have embarked on one mad night of red-blooded adventure."

Said the hook-nosed, beanpole creature, "We've lived the most boring lives for the last 60 years."

And replied her fat, dumpy, wide-jawed companion, "We've had to get our thrills from movies. Let's make this the one mad night of our humdrum lives."

Both the dialogue and the conduct ascribed to these two characters in the comic strips that followed for several days were an unwarranted attack on the teaching profession.

Protesting this maligning of teachers as being unworthy of its creators, a letter from Belmont Farley, director of press and radio relations for the National Education Association, expresses our point of view, too. Wrote Dr. Farley to Al Capp, in part:

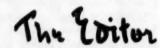
"Your cartoons are widely read by our young people. We wish you might help us enlist in the profession those who are qualified by personality, by scholarship, and by genuine interest.

"It was our pleasure to have you on one of our programs in Atlantic City in 1953, when you spoke to the American Association of School Administrators. I heard you speak. I am confident that you are aware of the importance of education in 'this anxious age.'

"We hope that you may give us some strips which will point to education as a profession which is not boring, but interesting; which offers an opportunity to serve, and brings real satisfaction to those who are engaged in it. You know that many teachers feel this way about it."

Quotable

CONVERSATION today starves for want of reading and reflection.—A. WHITNEY GRISWOLD, president, Yale University, New Haven, Conn.





The administrator who maintains a good social relationship with his teachers is helping them to professional security.

Luther High School North Chicago

Teachers Are Entitled to Job Satisfaction

RICHARD WYNN

Associate Professor of Education Teachers College, Columbia University

ASK any superintendent, "How can we attract and retain good teachers?" and the answer is usually—pay more money! Yet, almost without exception, studies of the factors influencing job satisfaction—in teaching as in other vocations—demonstrate that remuneration does not rank first.

Certainly salaries are a powerful factor. It is equally certain that teachers' salaries have lagged behind the general rise in personal income. But Twentieth Century Fund studies¹ revealed that some of the industries most plagued by strikes are among those that pay the highest wages. Thus the "economic man" concept has become untenable. This notion held that all

a worker wanted from his job was a fat salary and generous welfare provisions. Dozens of surveys have exploded the myth. After 10 years of polling adult workers, Elmo Roper concludes that the four chief desires of workers in our society are: (1) security (i.e. "the right to work continuously at reasonably good wages"), (2) a chance to advance, (3) humane treatment, and (4) dignity.

The famed Western Electric experiments² diverted management's attention from a materialistic to a humanistic emphasis in personnel administration. It is noteworthy that these experiments began with an attempt to measure the effects of lighting conditions upon a small number

*Roethlisberger, F. J., and Dickson, W. J.: Management and the Worker, Cambridge, Harvard University Press, 1939.

of carefully observed workers. As lighting improved, individual output rose. As a check, it was decided to permit lighting conditions to deteriorate again. The investigators were confounded when production and apparently morale continued to rise. It was finally concluded that certain social factors involved in the observation process were more effective determinants of productivity and morale than was the physical environment. The workers were pleased with the close attention and importance attached to their work. Their social rather than their material needs were being gratified.

Thus industrial management assumed a new orientation that emphasized primarily the *bumanics* and secondarily the *mechanics* of production. As the General Foods chairman,

¹Partners in Production, a report by the labor committee of the Twentieth Century Fund, New York, Macmillan Company, 1949, p. 32.

Clarence Francis, put it, "You can buy a man's time, his physical presence, but you cannot buy enthusiasm, initiative, loyalty and devotion. You have to earn these things."

It has been observed that educational leadership has sometimes given too little attention to the human factors in personnel administration. It is ironic that educational administration, long devoted to the socio-psychological needs of children and youth, has been somewhat insensitive to the needs of staff members.

How can educational leaders develop a work climate that will attract and retain good teachers? In connection with my dissertation study I conducted a series of case studies inquiring into the philosophy, attitudes, skills and practices of school administrators who have demonstrated success in working with teachers. A panel of experts nominated school administrators in this area who were "exceedingly competent in working with people." Those five mentioned with the highest frequency were studied intensively; i.e. their behavior was observed in many different situations, their reactions to various projective devices were analyzed and compared with "norms," and they were interviewed extensively.

It was soon apparent that these administrators had successfully applied Tom Sawyer's homely formula, "Study human nature and act accordin'." Since leadership is sometimes defined as the satisfaction of individual and group needs, the educational leader might well ponder some of the following basic needs, long ago identified by psychologists, and "act accordin" through a humanistic approach to personnel administration.

NEED FOR SECURITY

The broadest and most basic of all needs is security. Considerable attention has been given to problems of salary, sick leave, retirement and other welfare provisions as cornerstones of security. The widespread extension of tenure laws in public education has made a significant contribution toward security. However, our longing for security involves far more than economic security. There are other less evident facets.

The teacher should feel secure against attack, not only attack on the person but attack on the school system as well. Thus one might inquire: Does the climate protect the teacher from dishonest attack and unfair investigation? Does our educational leadership insist that teachers' performance be assessed in accordance with American traditions of justice and fair play?

The teacher should feel secure against stratification and division. Are status differences within the group minimized? Does the group perceive differentiation in terms of function rather than in terms of status and privilege? Is there an equal distribution of obligation, load and power? There is evidence that teachers complain less about overload than they do about inequities in the distribution of load. Does the administrator maintain his own relationship with the group socially and professionally? Or do his teachers ask, "Why doesn't he come down and have coffee with us once in a while?" Good interpersonal relations are contagious. So are bad

The teacher needs to feel secure against sudden change. The process of change needs to be carefully engineered. The educational leader might check his system to see: Are teachers given advance information on contemplated changes? Are persons who stand to be affected by change given an opportunity to participate in planning change and in meeting the pressures that result from change? Is the process of change controlled by the requirements of the problem and is it experimental in nature?

The teacher needs to feel secure against secrecy and double-dealing. The school climate should subject most issues, data and actions to the "light of day test." Kant stated this principle:

"All actions relating to the rights of other men are wrong if the maxims from which they follow are inconsistent with publicity. Conversely, all maxims which require publicity, in order that they may not fail to attain their end, are in agreement both with right and politics."

Thus policies and actions which depend upon secrecy for success fail Kan't test of fair dealing. For example, information should not be withheld on expected vacancies or about progress in filling vacancies. Teachers and parents should be encouraged to attend board meetings. Executive sessions of the board should be infrequent. The administration should provide for free trade in ideas and information. Lacking informa-

tion, people tend to fill the vacuum with rumor which is destructive to morale. Communication should be really two-way. One might ask: Can good ideas move "up," or do directives only move down? Does the climate encourage rather than restrict the freedom of groups to explore controversial areas? To encourage the free examination of issues is to strengthen the process of rational inquiry which is both the vehicle and the faith of the democratic system.

NEED FOR SOCIAL APPROVAL

One of the greatest basic human urges is the need for social approval and recognition. Dostoevski in "The House of the Dead" concludes that, if it were desired to reduce a man to nothing, it would be necessary only to give his work a character of uselessness. The Nazis demonstrated this device when they broke the morale of prisoners by having them carry rocks from one site to another and back again the next day. Are teachers helped to feel that their work is extremely useful? Is there an everpresent and pervading feeling that education is a great and noble enterprise to be pursued with missionary zeal? Are teachers given tangible evidence of their importance and status? Is the desire for mastery and recognition satisfied or repressed by personnel policy? One administrator proudly observed that his name seldom appeared in the local newspapers but that the names of his teachers frequently did.

NEED FOR BELONGING

Another basic urge is the need to belong. Satisfying identification of the individual with the group is one of the major components of esprit de corps. Teachers should feel a personal stake in the school system as a whole. Piecemeal vested interests should be discouraged and loyalty to the whole enterprise should be fostered. Are staff members helped to perceive common goals that are clear and specific to all? Does the staff function as a unit, a well balanced team? Do teachers enjoy the satisfaction that comes from successful accomplishments? Or are there repeated failures, postponed decisions, usurpation of glory? Can the group resist disruptive forces? Does the climate invite permissiveness in revealing problems? Do teachers study problems which they helped to identify, or are problems defined for them by the administration? It is the cooperative group description of problems and goals that makes individual and group action meaningful and engenders a sense of self-discipline.

Is the group given frequent opportunity to evaluate the direction and progress of its work? The climate of group work should be kept under constant surveillance to be certain that it is providing its members with happy, satisfying and meaningful experiences.

Does each person feel accepted not only as a teacher but also as a person? Is membership on the faculty accompanied by a general feeling of pleasantness and agreeableness? Is it reflected by frequent laughter, conviviality, pleasant anticipation of faculty meetings? Personal orientation and assimilation assume particular importance with respect to teachers new to the system. Most people have experienced the loneliness and insecurity that accompany new membership in an old group.

NEED FOR PARTICIPATION

The socially effective work climate will encourage the wholesome search for increased participation and responsibility. One of the attributes commonly found in studies of leadership is the ability of the leader to extend the latitudes of participation of subordinates. The competent school administrator will generate power through and with people rather than power over people. Are teachers encouraged to initiate action within liberal limits or is it unhealthy for one who "sticks his neck out"? When a person is too greatly restricted, he tends toward frustration and is prone to react with aggression, hostility or submission. Several studies of the causes of strikes in industry have shown that the incidence of strikes is related basically to the degree to which workers can participate in planning their work climate, even though inadequate wages are frequently given as the reason.

If the leadership is truly stimulating, the group will be organized in such a way as to provide suitable opportunity for leadership in some degree for every member of the group. Competent administrators are encouraging genuine teacher participation at the policy formation level.

One ramification of the need for responsibility is the universal desire

for promotion. One superintendent has operated for years a program of leadership identification, development and promotion. Many of his staff members have been encouraged in their growth to a point where they were promoted right out of the district to higher levels of service to the profession. However, there was no dearth of competent replacements for them because teachers have come to recognize his school system as a fertile field for rapid promotion of able people.

NEED FOR RIGHT OF APPEAL

The story is told of a school administrator who called an unhappy teacher to his office to inquire if it were true that she was complaining about her salary. She confessed that she had so complained, as a matter of fact, had even prayed for more money. "There you go," exclaimed the superintendent, "going over my head again!"

There are times when teachers differ honestly and substantially with their administrators. In such cases they should be permitted to "go over his head." The teacher should be able to perceive acceptable channels for appeal, without threat of reprisal, even though this right may be exercised quite rarely.

NEED FOR SPECIFIC JOB KNOWLEDGE

One of the important clusters of need, widely recognized but frequently neglected, is the need for specific job knowledge. Information concerning over-all philosophy, policy and procedures should be available to the teacher. The teacher should have knowledge of the kind of performance expected of him. He should be aware of prevailing sources of help and evaluation. He should have knowledge of his own job, its requirements, duties, latitudes of freedom and responsibility. He should have knowledge of his place in the total organization and his relation to other components of the organization.

This is not to suggest that the foregoing considerations be delineated with the degree of specificity and rigidity characteristic of military organizations but rather to suggest that careful operational organization and planning in a democratic manner are probably more important—and difficult—than they are in an autocratic operation. A work climate that is unplanned and unregulated is chaotic laissez-fairism, not democracy. Freedom is not the absence of planning. Conscious planning should be addressed to such concerns as efficient and satisfying divisions of labor, definition of functional rôles, definition of realistic levels of aspiration, reduction of overlapping responsibilities between discrete groups, maintenance of equilibrium, and assignment of realistic and equitable work loads.

To these needs, which are to some degree innate in all adult workers in any society, another which is neither innate nor universal but nevertheless imperative in a free society should be added.

EFFICACY OF DEMOCRATIC ACTION

At the turn of the century, democracy was hailed as the inevitable and natural means of group organization and operation. Since then, democracy as a means of social, political and economic organization has been threatened twice by autocratic ideology, once from the extreme right and again from the extreme left. We have come to believe that there is nothing predestined about democracy but rather that the battle for freedom must be won anew with each generation. The nation's teachers urgently need to observe daily the successful operation of democratic practice. Students in the classroom are not likely to be imbued with the values of democracy in a climate of autocratic school administration.

Teachers, entrusted with the supreme responsibility of developing young citizens in a democratic society, should constantly participate in the demonstration that: (1) Most groups are capable of solving their own problems upon the level where they are able to use such solutions. (2) Group decisions are more easily, more thoroughly, and more permanently implemented than individual decisions are. (3) Group decisions foster greater socialization, release more creative initiative, and nurture faster individual growth than autocratic decision making.

Forward looking educational leaders are constantly helping their teachers to better adjustment, satisfaction, creativity, production and growth through the cooperative assessment, exploration and redirection of the climates in which they live and labor. To do so is to attract and retain good teachers.

Five Years' Experience With Internships

Selected graduate students are getting a 13 month tailored course of practical training in public school administration, supervision or master teaching

CHARLES D. NEAL

Professor of Education and Director of Teacher Training Southern Illinois University, Carbondale

FOR the last six years the college of education of Southern Illinois University has been experimenting with a graduate internship program designed for graduate students who desire to obtain practical experience in a public school while they are working for a master's degree in education. The graduate student may enroll in either the secondary or the elementary level program.

During a traditional college course in teaching, supervision or administration, the student comes to understand the theory of education fairly well. However, the actual practice has been generally left to a trial and error type of learning following graduation when the student ventures into the teaching field as a full fledged educator. It is thought at Southern Illinois University that a program of graduate internship given during the fifth year of a student's college education can meet many of the professional educator's needs by offering experience under proper supervision.

Each student working on the graduate internship program is carefully screened before being accepted. Since the program is considered both time consuming and expensive on the part of the university, only better than average candidates are considered for training.

Although the three types of internships are somewhat flexible-one for teachers, one for supervisors, and one for administrators—they can be defined in the following manner:

internship program is offered for graduate students desiring to become master teachers. Under this type of training, the intern must choose his program on either the elementary or the secondary level.

Elementary majors must complete certain course requirements as well as intern in a cooperating elementary public school under a competent ad-

Teacher Internship. The teacher

THIRTEEN MONTH PLAN

Quarter Hours of Credit Attend summer classes Hold school position for nine-month school year under direct supervision of campus supervisor. To be fulfilled in this period: Field study . Two Saturday or evening courses.... One-half school time devoted to administrative, teaching or supervisory duties. Public school pays intern onehalf regular salary. One-half school time devoted to

'practicum" assigned by consultant.... 12

. 12

48

Attend summer classes

ministrator who has at least a master's degree and a willingness to assist in the training of a master teacher. The cooperating administrator may reassign the elementary intern to one of his master teachers, who probably has an overload of pupils. Under this plan, the intern and classroom teacher work together with the same group

of pupils. This procedure lends itself to the possibility of breaking a large class into smaller units, permitting increased individual attention to each pupil.

In addition to the course work and field study assigned to the graduate student during his nine months of internship, the intern, supervising public school teacher, administrator and I work out a detailed schedule of teaching competencies that will meet the needs of the intern and at the same time justify to the taxpayer of the community the salary of the graduate student while he is interning in the public school. The teaching duties assigned are usually those that any regular teacher would have in teaching on the elementary level.

The secondary major's program follows a pattern similar to, but slightly modified from, that of the elementary teacher. The important difference, of course, lies in the fact that the secondary intern does all his course work and teaching on the secondary level.

Supervisor Internship. The supervisor internship program is designed to meet the needs of the graduate student desiring to become a master supervisor. This phase of internship has a definite place for graduate students planning to become supervisors of special subject matter, such as music, art, industrial arts, reading and arithmetic. This program is based somewhat on the same pattern as the teacher internship program but with



Pat Kelley, intern in the schools at Murphysboro, Ill., talks with a pupil. He learns about youngsters by working with them on their problems.

course requirements selected from the field of supervision. The supervisor intern must work closely with a master supervisor in one of the cooperating public schools, assuming full supervisory responsibilities as the school year progresses.

Administrator Internship. The administrator's program is probably the most flexible of the three types of internships, since the duties of a general administrator are usually the most varied. Administrator interns are assigned to work directly with a master administrator in a public school—a superintendent or a building principal. The nature of this assignment depends upon the special field in administration selected by the intern.

The schedule for the intern in his daily half-time duties in his public school position might well include a selection from the following list: teaching one class, doing one hour of guidance and personnel work, supervising pupil attendance, assisting with extraclass activities for one hour, assuming responsibility for one recreation program before school or during the lunch hour or after school, taking charge of one study hall, assisting with records and reports, handling the routine duties required by the Illinois High School Association, giving one hour to supervision of classes, attending teacher and school board meetings, assisting with developing the budget, helping design a salary schedule, supervising and assisting in routing school buses, helping with

any other administrative duties that may need attention.

The initial year, 1949-50, was devoted to making preparations and plans for a graduate internship plan, with one student, Eugene Fitzgerald, acting as a trial intern in the community high school at Cisne, Ill. Southern's final plan was put into effect during the school year of 1950-51.

In 1950-51 there were one intern in elementary administration, two in secondary administration, two in secondary supervision, and three in elementary teaching. In 1951-52, there were three in secondary administration, one in elementary teaching, and one in secondary teaching. In 1952-53 there were one in elementary administration, one in secondary administration, and one in secondary teaching. In 1953-54 there were two in secondary teaching, two in elementary administration, and one in secondary administration. In 1954-55 there are three in elementary administration, two in secondary administration, and one in elementary supervision.

The 27 persons participating in the Southern Illinois University internship program have been financed in the following way:

The local public school paid the half salary, which has ranged between \$1200 and \$1600 a year. For this money the public school was guaranteed to receive services for one-half day during the term equal to or better than similar services that formerly had been carried out by regular staff

members of the school. Southern Illinois University paid the cost of travel and of study guides used in the program and salaries of consultants who supervised the program.

In general, the cooperating public schools, the interns, and the university consultants have cooperated effectively to make the program a success.

- 1. The Rôle of the Cooperating Public School. The question of what is an appropriate procedure for initiating an internship was considered from many angles before a plan was accepted that now seems to meet with the favor of cooperating public school administrators and university officials. An internship should be initiated by a public school administrator. After such a request has been made and accepted by the university, an internship program is designed and a plan of supervision is set up. When a request is received from a public school, a representative from my office arranges for a visit to the school. During this visit a specific set of criteria is used in considering the possibilities of setting up the internship for which application has been received.
- 2. The Rôle of the Intern. Applications for internship are received in my office. Upon receipt of a request from a public school administrator for an intern for the following school year, a candidate is recommended and sent for an interview with the prospective administrator. Usually during April or May preceding the school year of internship, an accepted candidate for internship, with his college adviser, plans a summer's program on campus to serve as a basis for the subsequent internship program. Some time during the summer session a meeting is arranged for the cooperating school administrator, the intern, and me. Here a complete daily schedule for the following school year is worked out. At the end of the nine months of internship, the student arranges with his college adviser the final summer's program on campus. This completes his requirements for the master's degree.
- 3. The Rôle of the University Supervisor. The university supervisor works in close connection with the cooperating public school administrator in supervising the intern during the entire nine-month program. The university supervisor makes a mini-

mum of one visit a month to the intern in the school where he is employed. He spends the entire day evaluating the program and discussing problems with both the intern and the public school administrator. In addition to these monthly meetings, the university supervisor conducts Saturday seminars on campus on the average of once a month so that interns can meet for discussion of their program and the problems that have arisen in connection with it. Each intern is expected to keep a day-by-day log of the problems he has encountered, solutions he worked out for these, and his appraisal of the results obtained. University supervisors are finding that such a dayby-day record, properly kept, is an invaluable instrument in evaluating the student's progress and growth and in providing a basis for revising and improving the supervision program.

4. The Rôle of the Public School Personnel, Much credit for the success of the internship program is given the public school personnel, for without master public school educators supervising interns day by day on the job, little could be accomplished in the way of a practical and meaningful internship program. With all due respect to the organization and supervision of the program by uni-

versity supervisors, it would seem that one cannot do a good job of supervision unless one can work with the intern on a day-by-day basis. Therefore, it is the policy to approve public schools that have qualified personnel with time during the school day to work closely with the intern, developing competencies and interpreting technics and practices recommended by the university supervisors. In other words, the success or failure of a graduate intern, in the main, rests with the public school person in charge of the intern's program.

In an attempt to obtain a critical evaluation of the internship program, at the end of each school term during the last five years, we asked for the reaction of all cooperating school administrators. Likewise, it was considered essential that the interns should be contacted at the end of the next school year following internship. It was thought that it would be much better to have the intern evaluate the program after he had assumed a full-time job in a public school than before he had actual experience in a public school as a full-time educator.

ADMINISTRATORS' REACTIONS

The following two questions and summarizations indicate the basic questions asked of and answered by all of the public school administrators cooperating in the internship program over the last five years:

1. In your opinion, what did you particularly like about the internship program during the last year?

Three administrators expressed their opinions in this summary: One of the secrets of a good internship program is to select instructors from the college who have been successful in the public schools themselves. Theoretical training on the upper graduate level alone is not enough. In this respect, Southern Illinois University's internship program was very fortunate.

"I was particularly impressed with the emphasis recommended by the university on these points:

"Belong to professional organizations and participate in professional meetings.

"Reading and discussing articles in professional journals and books.

"Learning at first hand the sources of professional information and learning to deal directly with the public and students through civic organizations, home visits, and so forth.

"Developing professional attitudes through dealing with fellow teachers and the administration on a professional plane."

"If a regularly employed teacher who qualifies for an internship can financially stand the reduction in salary, this is the finest inservice program for public school people that I know of."

"Visitors from the university seem to provide a tonic effect on our whole school system. The internship program has made all the teachers of our school more conscious of improvements that can be made in our educational program."

"The case studies made by the intern in her particular grade gave us in administration a much better understanding of the children's problems."

2. In your opinion, what weaknesses did you notice in the internship program during the past year?

Two answers indicated that the student was worked too hard. Three administrators indicated that to their knowledge no weaknesses existed in the program. Other weaknesses are summarized as follows:

"Due to the heavy schedule of the intern, I found the hardest thing is to arrange for the student to go to the campus for conferences, observations, and so forth."

The graduate internship program is financially suited to a family man. Richard Packard, a graduate intern in the public schools of West Frankfort, Ill., enjoys a quiet evening at home with his wife and children.



"The intern, as a result of his additional training and experience, may move on to more promising fields rather than remain to improve the school in which the training was provided." (In this case the intern was a regular employe of the school prior to the internship training.)

INTERNS' REACTIONS

The following two questions and summarizations indicate the basic questions asked of and answered by all the interns after they had one year of experience by which to compare actual needs in the field with their internship training.

1. In your opinion, what experiences did you have during your internship training that helped you in your position this past school year?

"On my first job as a school administrator, I found that the following administrative chores presented no problem because I had received practical experiences in these areas while serving my internship: (1) class scheduling, (2) curriculum planning, (3) the various state and county superintendents' reports, (4) conducting teachers' meetings, (5) handling board of education meetings along with their problems, (6) handling discipline cases, (7) experiences in developing extracurricular programs, and (8) directing homecoming activities.'

Four former interns mentioned that the keeping of an up-to-date diary of school problems and their solutions while serving an internship had been of great value to them as school administrators.

"Through the internship program I found an integration of practice and theory not normally found in schools."

"In the development of case histories, which included home visits, I learned very much that was important in helping the children in my room overcome their problems."

Three replies indicated that the supervisor's advice and counsel proved invaluable to them. It was further stated that the suggestions were practical, down to earth, and usable in the classroom.

"The fact that my internship was tailor-made for me was the outstanding feature in my estimation."

2. In your opinion, what experiences could you have had during your internship training that would have made you better qualified for your position last year? (In other words,



Plans for the year of graduate internship are made well in advance. Discussing his program with Graduate Intern Richard Packard (left) are Charles D. Neal, director of teacher training, Southern Illinois University (center), and Goebel Patton, superintendent at West Frankfort, Ill.

what valuable experiences do you feel Southern Illinois University is leaving out of the internship program?)

Two former interns replied that additional experience in curriculum planning was needed.

Three replies indicated that interns should attend all board of education meetings held during the course of the year instead of a minimum number of five.

"More than one daily visit per month by the university consultant would be a definite help to the intern."

"Many public schools permit teachers to earn salary points through travel. Perhaps at least two quarter hours of the graduate internship program could be devoted to guided travel in which interns visited and studied other public school programs."

Two respondents thought other resource people from the university might be provided to work closely with the intern. For example, they mentioned the laboratory school librarian, audio-visual director, and guidance and special education director could give valuable help.

"Lack of physical equipment, because funds are insufficient, prevents interns from carrying out the best type of program."

Three replies pointed out that interns, because of the heavy schedule in the public school, should not be required to take more than one university course during any one term of the school year.

SUPERVISORS' REACTIONS

The following two questions and summarizations indicate the basic questions asked of and answered by all the supervisors after they had cooperated in the internship program.

1. In your opinion, what did you particularly like about the internship program when you acted as a supervisor?

"The opportunity for practical training in real teaching and administrative situations seems the best feature of the program. The intern is actually employed, so that the problems are real to him, but he is enabled to obtain advice and criticism from experts in educational practice. Moreover, the program is planned so that in the year of work the intern receives experience with a greater variety of problems than he might normally meet."

"Extremely fine opportunity for an 'inservice' type of growth impossible any other way."

"The type of double supervision—public school and university."

"The program is beneficial to the school in that the intern works on a special problem within the school." "The intern has a chance to apply theory with practice."

"The adaptability of the program to individual needs."

"The relationship of salary and credit which places the responsibility for the program cooperatively upon the university and the public school. The intern then works to the maximum of his ability."

"Opportunity for the intern to learn from school administrators, the college director, and specialists in his major teaching area."

2. In your opinion, what weaknesses did you notice in the internship program during the time you acted as a supervisor?

"There was perhaps too great a stress on the professional or technical aspects of education. The academic and cultural aspects were minimized."

"Paid for one-half time job, yet was doing one class more than a half load plus coaching all sports, as well as spending one-third in administrative office work. This situation left far too little time for everything—in particular, his two extension class assignments."

"Conflict experienced by the intern in apportioning his time between his employment and academic demands."

"I believe that the internship program would be more effective if the visits with the intern were made more frequently and if some of the visits were made unannounced in order that one might better find whether the work was being carried out as planned."

GENERAL COMMENTS

"I think the program is unusually fine and of great practical value. It has been carefully organized and administered. Personally, I might question the justification of the amount of academic recognition given to the intern and the expense of the program. Our program is excellent, but, I think, expensive. How large an internship program could a tax supported institution maintain?"

"This internship program is one of the unique educational phases that is really working. The value of this program probably will not be realized for several years, but I would certainly guess that it is one of the best of its type."

"One strong point for the graduate internship program is the supervision that the teacher receives from the university and the school. Interns probably receive more supervision in this type of program than they would receive in the first few years of teaching. It also gives the public schools a chance to have intensive study devoted to pressing problems within the school. I wish we could have many more young men and women receive their master's degrees by serving as interns in public schools."

"The internship program gives a good opportunity for developing better understanding and cooperation of the university with the area public school administrators and the classroom teachers other than the intern. Many of these teachers are graduates of Southern and feel that the supervisor's visit in their school is a manifestation of personal interest in their success."

FUTURE DIRECTION

What is a good direction for an internship program to take? If one were clairvoyant, the answer to this question would be simple. The difficulty of a definite answer lies in the fact that not nearly all the questions about the program are known, let alone the answers. Therefore, it is virtually impossible to predict the future with any degree of certainty.

After working with a graduate internship program over the last six years, and in view of the results of a recent survey conducted among all the member universities and colleges of the American Association of Colleges of Teacher Education, our university personnel believes we have the answers to many important questions pertaining to a sound, functional internship program.

There is no question about the fact that there is profoundly more internship interest nationwide today than appeared four years ago. During the previously mentioned survey 181, or 83 per cent, of the institutions responding wanted to continue to receive news of internship development in America. Of these institutions of higher learning 31, or 14 per cent, have a form of graduate internship in operation which is part of the requirements toward earning a master's or a doctor's degree.

This is quite a decided improvement on the results of a similar study carried out four years ago in which only 10, or less than 1 per cent, of similar institutions contacted wished to have information regarding the progress of graduate internship programs in America. Also at that time only four institutions indicated that they had a form of graduate internship in operation.

TEN QUESTIONS

As we have worked with an internship program over the last six years, certain hunches have been developed about the direction that an internship program should take. Whether an institution of higher learning is planning a new program of internship or re-examining its philosophy of an established program, affirmative answers to the following questions, it seems, should prove fruitful in evaluating and developing a program projected in a positive direction:

1. Does the university staff reexamine its basic philosophy and objectives from time to time?

2. Are the supervisory staff and the cooperating public school staff in agreement upon the basic purposes of the program?

3. Do the cooperating public school facilities, including the cooperating staff, meet the high standards set by the university that are so necessary to a successful program?

4. Is the human relations program between the institution of higher learning and the cooperating public school such that there is excellent agreement among the cooperating public school staff, the intern, and the university supervisors as to the competencies required of the intern?

5. Are there sufficient pertinent textbooks, periodicals, study materials, and public school records and reports at the disposal of the intern?

6. Is the internship time interval of nine months' length for five days each week?

7. Are outside persons, such as representatives from state departments, professional organizations, and related on-the-job training courses, available as consultants?

8. Is the program set up on an individual basis where a certain degree of flexibility prevails, making it a tailor-made program for each intern who has different interests, aptitudes and abilities?

9. Is the internship more than an errand-boy type of experience?

10. Does the intern have an opportunity to gain observation, participation, and responsibility in many worth-while experiences during the course of the school year? This is a digest of a panel discussion by PAUL MISNER, president-elect of the American Association of School Administrators; MRS. NEWTON P. LEONARD, president of the National Congress of Parents and Teachers; JACK R. CHILDRESS, assistant dean of the school of education, Northwestern University, and MORRIS E. HOUSER, field secretary for the Illinois Association of School Boards. The moderator was JAMES H. McBURNEY, dean of the school of speech, Northwestern University.

What Kind of Schools Can We Afford?

MODERATOR MCBURNEY: I imagine that opposing education is something like opposing virtue. On the other hand, we are facing a hard question: What kind of schools can we afford? What would you say, Mrs. Leonard?

MRS. LEONARD: I say we can afford the kind of schools we want.

MR. McBurney: To be sure, Mrs. Leonard, you can get what you want if you want it badly enough, but the cost of schools is alarmingly high.

MRS. LEONARD: Isn't that because we haven't evaluated our schools in the past as carefully as we should? School costs have risen along with the other costs. I recall a statement that we are not putting as much into the schools as we did during the depression.

MR. HOUSER: That's right, I have some figures I obtained recently from Washington. They indicate that, percentage-wise, we are spending a little more than half of what we did in the depth of the depression. In 1933, 4.8 per cent of the national income was spent for public schools. In 1953, that percentage had dropped to 2.6. That's the last year for which figures are available, so you see we have dropped back. And I think it's only fair to say that this reflects the amount of effort we are putting forth in support of public education today.

MR. MISNER: The recent report of the National Citizens Commission for the Public Schools is a partial answer to this question. It's pretty obvious that we have exhausted real property as a source for the support of schools. The report calls attention to the fact that by 1965 we can expect a national income of \$525 billion. The report shows that we have the resources to support the kind of schools we need and want, but we've got to face up to a different method of taxation.

MR. HOUSER: What Mr. Misner says is one of the key points for this discussion, but some of the older methods we have used to finance our schools, i.e. the property tax, will have to be evaluated carefully. Perhaps we've outlived that particular means; perhaps we have to come to a broader way—some kind of state or federal educational support.

MR. McBurney: I imagine that the kind of tax situation I'm thinking about is gobbled up in these national statistics that you gave, Houser, but I'm under the impression that there are communities where the cost of schools has gone up substantially. I'm thinking of suburban communities, let's say where I live here in the Chicago area, where the community is mushrooming and the school membership is terrific. We build a school and no sooner do we get it built than we have to add on to it. We build room after room and building after building. Taxes soar. More people are living in great trailer camps and paying no taxes. I'm trying to represent people who are voting for the schools, but it's really a pretty rugged situation.

MR. HOUSER: Do you know where the school income in Illinois comes from? Some 79 per cent comes from all local property tax; another 19 per cent comes from the state, and the other 2 per cent comes from the national government. Now perhaps these folks who are asking for more state aid and more federal aid are not aware that we already have some support from these sources.

MR. CHILDRESS: May I point out that, according to the report Mr. Misner mentioned, Illinois ranks 37th in the amount of state support given to schools in this area. This is well below the figure we would normally recommend—at least that we in education would recommend—for the state support of schools.

MR. MISNER: I wonder if Mr. Houser isn't being a little gentle. There is no question about the fact that the state of Illinois is neglecting its responsibility for the support of its schools.

MRS. LEONARD: But this is not just true in Illinois, is it?

MR. McBurney: I was going to ask about Rhode Island, Mrs. Leonard.

MRS. LEONARD: In this national job of mine, I'm on the road most of the time. I'm certainly going to look up and find out where Rhode Island stands. I do know that the support we are getting from our legislature has to go for salaries for teachers, almost entirely. It can't go for school construction. If we don't get any aid from the federal government for school building, students and teachers in Rhode Island are still going to be in the same crowded buildings they are now.

MR. HOUSER: Part of the problem you referred to before, Mr. McBurney, is exemplified by the fact that you said your community was mushrooming. A great deal of our increased costs in schools today are due to these increased enrollments, and we have to analyze these facts carefully before we make broad statements as to what is really raising the cost of education. We do have other things that raise the cost, such as the change in the dollar value, increased educational programs and demands, and someone has said that even the rising standards in the economic status of women (women compose the majority of our school staffs) cause increases in our educational cost. We have to analyze them all carefully.

I think that a part of our trouble is that we always have thought of the support of schools as something undesirable, something we ought to avoid.

All of you are familiar with the new publication of the U.S. Chamber of Commerce entitled "Education, an Investment in People." Here is a business group saying that there is a direct correlation between the expenditures for education and good business. The report says that more spent on education means higher individual incomes, improved farm production, increase in per capita sales, more subscriptions to magazines; and a conviction on the part of the people that they are living under the right kind of government, with its respect for free market economy. Now, those aren't theoretical educators talking, they're just businessmen saying that if we spent more money on schools, it would come back, I suppose, tenfold.

MR. MCBURNEY: I suspect you're right. I think that we ought to back up now in this discussion and take a look at the kinds of problems that the schools face. What is the measure of that problem, Mr. Childress?

MR. CHILDRESS: Here are various and sundry figures regarding the increases that will occur in school enrollment. One estimate indicates that the enrollment in elementary and secondary schools by 1960 will approach 43 million, which will be approximately 10 million more than we have in school now. If you just take the per capita cost, which has been figured by some people as between \$250 and \$300 per child, those 10 million children will add some \$3 billion to the total cost of education in our schools within the next decade. We have to find a way to obtain that money. We have the problem of teacher shortages, which reflects the need for increasing teachers' salaries, and this will further increase school costs. And we have the problem of the shortage of classrooms.

MR. MCBURNEY: Is this a temporary bulge in the school population?

MR. CHILDRESS: In trying to make some projections in school enrollment for school districts in this area, I see no decrease at all until 1965 or 1968 and then not a decrease—just a "leveling off."

MR. MCBURNEY: Would you others agree with that?

With the increase in population we've got increased resources PANEL (unanimously): That's right

MR. McBurney: The Citizens Commission report says 48 million in 1965. And there's another point, that with the increase in population we've got increased productivity—we have the resources for schools. It's just a question of public policy, not one of resources.

MR. HOUSER: I come back to those figures that I mentioned just a few moments ago—4.8 per cent in 1933 and 2.6 per cent in 1953. They indicate that we are not putting forth the effort today that we did 20 years ago. In that connection, the latest reports from behind the Iron Curtain show that Russia is spending more than 6 per cent of its national income for education. It seems to me that we are not yet putting forth the effort that is needed or that we can put forth in support of our schools.

MRS. LEONARD: Doesn't it come right down to the fact that people really will put out the effort if they

Russia spends 6 per cent, the U.S., 2.6 per cent, of its income for education

realize that the schools belong to them? Now there are not only shortages that you speak about and the increase in people moving about, but also the problem of the size of the class loads. It's bad enough what we are forcing on our teachers, but it's even worse what we are doing to the child who cannot get the attention that should be given to him.

MR. CHILDRESS: I think we hit the problem a while ago: How are we going to do all of these things? You raise the question of how it affects us personally. We have to be realistic enough to say that the personal property tax is not going to be able to support education in the manner it has been supported in the past-if we take it as the only source of financial returns for the schools. We are going to have to look at some newer types of taxes, or taxes levied on a broader base, such as income tax and sales tax. These will have to be tapped in a growing economy for the effort that Mr. Houser wishes us to expend.

MR. McBurney: I have here a Chicago newspaper which carries the

It's hard to digest this plan to lend millions to pauper school districts

heading, "IKE ASKS BILLION DOLLARS TO AID PUBLIC SCHOOLS. PROPOSES 3 YEAR BUILDING PLAN TO CUT CLASSROOM SHORTAGE." Now this, I confess, I haven't had time to digest thoroughly. It appears to be a program of over a billion dollars to help the schools. You people know more about this than I do. What is this program as you understand it, Mrs. Leonard?

MRS, LEONARD: I don't know enough about it to be an authority, but I will say that there are some bills in both the House and the Senate that will alleviate the emergency we now face in school building shortage. As I read this proposal of President Eisenhower's, it appears to be a loan that will actually not help in curing the situation.

MR. McBurney: There is an appropriation of \$750 million for the next three years for direct federal purchase of school construction bonds issued by local school districts that are handicapped in selling bonds at a reasonable interest rate, and I think, of the total, only \$200 million will go for direct grants and aid. Do you want direct grants and aid?

MRS. LEONARD: Why not? What's against them?

MR. McBurney: There's a lot against them, if control goes with it. A lot of people have said that, you know very well.

MRS. LEONARD: Of course, I'm against federal control. We've been brought up in the belief that education is the responsibility of the local community, and I believe that's the way it should be left.

Mr. McBurney: That's good New England philosophy so far. But now you want federal aid to come in and—

MRS. LEONARD: I don't want it if we can avoid it, but if you can't avoid it, what are you going to do? We certainly have to teach the children.

MR. MCBURNEY: You think we need federal aid then?

MRS. LEONARD: There are places where we cannot get along without it.

MR. MCBURNEY: On what basis can we get along without it? What do you think, Mr. Misner?

MR. MISNER: I find it hard to digest for another reason than the one you give.

Mr. McBurney: What do you find hard to digest?

MR. MISNER: This business of loaning pauper school districts millions of dollars. Distressed communities haven't any funds anyway. They are going to be given a chance to borrow some money that will take them the rest of their lives to pay.

MR. McBurney: That's under the President's plan.

MR. MISNER: Yes. I wish the President would get as excited about the condition of the schools as he is about roads. He talks about \$50 billion to build highways, and even a financial journal like *Barron's* raises a question if that isn't unwise in terms of the problems the states face in supporting schools. These are financiers talking. I think that the President's intentions are good, but it's very obvious that he has no concept of the problem.

MR. MCBURNEY: It's one thing to build roads with federal money—roads are an impersonal kind of thing. You can have standards in roads that are nationwide—but it's another thing to build schools with federal money. Might we not run into a kind of standardization there that's a bit foreign to our conception of schools?

MR. MISNER: We built a lot of schools during the depression with P.W.A. grants. I happened to participate in one of those, and there was no standardization involved in the building of the building. The federal government didn't tell us how to teach history. It was a clean-cut proposition where we met reasonable requirements, and that can be done again. I'm convinced that there are a lot of people using federal aid as a dodge for meeting a problem that must be met.

MRS. LEONARD: We've had federal aid in our schools here for many years, ever since we've had land-grant colleges. Have you any proof they are under federal control?

MR. MCBURNEY: I merely raise the old dilemma—that if you do not

> Federal aid without federal control is possible; look at the P.W.A.

have regulations with federal money, then you have some vast, vast slush fund that is going to be expended badly. If you do have control, then you face the kind of standardization that may be projected. Maybe that's no dilemma at all. What do you think of it, Mr. Houser?

MR. HOUSER: I come back to the old principle ingrained in our philosophy about the schools, and it is this: Our forefathers wisely set up the principle that each community should decide upon the quality and kind of education it wants, within certain limits, of course. With federal aid or without, let us not get away from that basic philosophy—local determination of the quality of schools.

MR. MISNER: Neither do I want any part of federal control, but I insist that helping distressed communities build a schoolhouse does not imply federal control.

MRS. LEONARD: I agree with that perfectly. Our children must not be cheated. Just because they live in an area that cannot provide adequate edu-

Our children must not be cheated just because they live in a poor area

cation is no reason to say: "All right, they can't have it."

MR. CHILDRESS: We need to evaluate carefully what our forefathers meant, and not to live in the past, Mr. Houser. We seem to feel sometimes that they set education up by neglect, rather than by intent, judging by some things they did. One of the premises that we have been operating on is that education is a state function really, and not a local function. As a state function and with state aid we have a chance to do more with schools than we have in the past when we put all of the burden on our local districts. I think that's the crux of the problem here. Where can we go to get aid for the local district? Whether it be state or federal may not be the issue, but it still has to be some place other than the local district.

MR. McBurney: There's another facet to this problem we ought to discuss. Some genuine friends of the schools are concerned about the kind of demands that educators make—building swank gymnasiums and beau-

Responsible citizens are telling us what kind of schools they want

tiful, plush school buildings—where perhaps less expensive facilities would serve. Am I being inflammatory, Mrs. Leonard?

MRS. LEONARD: I don't agree that it is the educator who is asking for these things. I'm afraid this is a misconception on the part of people who think they need that type of school, and the educators are going along with them. I know several communities where there is a beautiful stadium, a beautiful gymnasium, and a swimming pool, and if you were to analyze these situations you would find that the public demanded these things.

Mr. MISNER: If we're talking about the kind of schools we can afford, I think that our thoughtful, responsible critics are telling us pretty clearly what they want. Leaders in business and industry are telling us they want skilled craftsmen, engineers, research workers, salesmen. College professors and intellectual leaders are telling us they want scholars. Religious leaders and laymen want greater emphasis on moral and spiritual values, and old John Q. Public wants the three R's emphasized. As educators we know these are perfectly legitimate demands on the schools, and we also know we have never been supported to meet those demands.

MR. McBurney: There is one answer to this problem some people are suggesting, namely, that we shorten the period of formal education for some students. I'm going to wager that the American people won't buy that one.

MR. CHILDRESS: I'll wager that the group here wouldn't buy that, either.
MRS. LEONARD: We certainly

MR. MISNER: Nobody is going to buy that without a trial.

MR. McBurney: You can talk about that as an economy, but if you are talking about less education for my Jim or my Jean, then it becomes—well—a horse of a different color.

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This teacher training center at Kathmandu, Nepal, opened Sept. 9, 1954.

Basic Education in India takes an American trend

HUGH B. WOOD

Professor of Education, University of Oregon Director of Teacher Training Program, Nepal, India

THE only major creative idea in education in India during the last 150 years sprang from the heart and soul of a little wizened old man who spent some of the best years of his life "in the poorest village in the poorest section" of central India—Sevagram, near Wardha in Madhya Pradesh. Better remembered as the father of his country, Mahatma Gandhi devoted many years to the development of a philosophy and system of education now known throughout India as "Basic Education."

When Mahatma Gandhi went to Sevagram in 1935, his major aim was to show the people of India's 600,000 villages how to "pull themselves up by the bootstraps." He showed them the way, through cooperative endeavor, to build roads, drain swamps, clean up the villages, reduce disease, and, through cottage industries, earn a little money to exchange for more than the bare essentials of existence. But, more than these things, he taught them the importance of education—not the "intellectual dissipation . . . that goes in

the name of education in our schools and colleges in the cities" but the "development of the mind and body and soul... through a proper exercise and training of the bodily organs, e.g. hands, feet, eyes, ears, nose and so forth." Gandhi's education was designed for the 310 million Indians who live in the villages and engage in agriculture, but it well could be adapted to the 50 million that live in the cities and engage in industry.

A visit to Sevagram today is a spiritual as well as an educational

This is a four-teacher rural primary school in Nepal.



This new village primary school also is located in Nepal.



The NATION'S SCHOOLS







A basic education school has been built at Kathmandu.

experience. Under the leadership of Aryanayakam, one of Gandhi's disciples, basic education continues to bloom here in a pastoral setting that commands reverence from nearly all who visit the area.

A typical day begins at 4:30 with morning prayers and bathing. Breakfast is at 5:30—wheat mush with sour milk. After each meal everyone goes out and scrubs his own brass plate with ashes and sand, then rinses it for the next meal. About half of the students live at the school hostels; the other half live at home in the village.

Every child learns to provide for his own necessities and meet his own needs, whether he lives at home or in the hostel. Breakfast is followed by an hour of spinning for everyone; then comes the field work. The "theory" classes are based on the practical work: How many pounds of cotton are needed for a dhoti, what is the cost of raising a ser of rice, and stories about village life. Children write poetry about their daily lives; they study the history of Gandhi and other Indian leaders. Most of the formal classes are held in the

afternoon. The evening meal consists of rice, vegetable stew, and chapatties (thin, unleavened pancakes). Everyone, of course, sits on straw mats on the ground and eats with his fingers in traditional Indian style. After the evening meal there may be an assembly, or small groups may join in singing, worship or study. By 8 p.m. the village is quiet and only a few lights (kerosene lanterns are used by the students) remain.

TYPICAL PROGRAM

A time distribution study reveals the following winter month's program for a typical basic education school (non-residential) in the state of Bihar:

Total school hours—113½ hours in the month.

Social activities—sanitation—4½ hours; prayers and attendance—4½ hours; children's assembly—3 hours; celebration of festivals—2 hours; celebration of important anniversaries—2 hours; newspaper and library—12½ hours.

Crafts—spinning, weaving and connected activity—30 hours; maintaining accounts—1½ hours; kitchen gardening—6½ hours.

Contact with surrounding community—15½ hours.

Nature study-1 hour.

Study of related academic subjects —30½ hours.

In sharp contrast, an Indian writer describes a "typical" traditional school as follows:

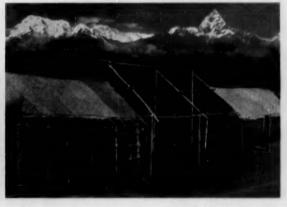
'In this classroom there are 45 children between the ages of 7 and 11. It is not a particularly attractive room, and the wind and the mist and the rain have a distressing tendency to seep into the four corners, making the children cold and uncomfortable. But let us leave that, and go on to the actual work the children are doing. Everything is learned by heart-yes, everything. Chapters and chapters of geography (all about the Welsh mountains and the habits of English sheep farmers!), chapters of Indian history, pages of notes on nature study, and even the reader-all are memorized.

"Appalled by this extraordinary method of instruction, I asked the reason for it. The answer was illumi-

In Nepal this is known as a modern rural high school.



This school construction pattern is typical in Nepal.



Vol. 55, No. 5, May 1955



Pupils at a basic education school (above) joined the girl scouts. Boy scout troops (below) also are sponsored at the basic education schools.



At a basic education teacher training center teacher trainees get some practical experience—by taking part in a DDT spraying demonstration.



nating. Only 10 out of the 45 children spoke or understood English. They were mostly children who would not normally have come to English schools at all. The peculiar conditions resulting from partition, however, had now made available a system of education which in the past was denied to them. No concession in the methods of teaching was made to the different class of children who had taken the place of English and foreign children.

"The largeness of the class made individual attention impossible. In the words of the principal: 'Since they speak no English, cannot express themselves at all, and do not understand the text, we have to make them learn every single thing by heart'."

Actually, most primary schools now use local vernacular rather than English as the medium of instruction, but otherwise the description fits many Indian schools that I have visited. I frequently found 7 year olds "chanting" the formal rules of grammar, and pupils of all ages chanting their readers in unison. Algebra is not uncommon in the fifth or sixth grade. One could hardly find a curriculum farther removed from life or methods more poorly adapted to living.

However, it must not be assumed that basic education is a panacea for all of India's educational ills. Some states have attempted to adopt it wholesale without adequately preparing teachers for the transformation. Some schools have copied the Sevagram pattern without allowing for community differences and making the necessary adaptations. Some teachers have tried to hide laziness, carelessness and ignorance behind basic education. But many of the educational leaders who have sought guidance and inspiration from Gandhi's teachings have developed oases in the dry sands of abstraction.

Basic education may be likened to several modern developments in American education. It relies on cooperative pupil-teacher planning of learning activities.

Productive activities are used as the medium for teaching the skills and content of various "subjects" like reading, writing, arithmetic, science, social studies, art and music. For example:

"An hour's work in the kitchen garden can involve calculation of the area of the plot and acquaintance with geometrical figures; it may lead to the writing out of a letter to the manager of the local nursery asking for quotations of prices; it may suggest reading aloud a famous poem in praise of flowers; it may involve an inquiry into the varieties of soil, the utility of fertilizers, ingredients of water and air; it may inspire a picture, in color or line, of leaves, vegetables or the field."

Thus the content of the curriculum provides functional learning situations, and there is a noticeable absence of watertight compartmentalization of subject matter. Furthermore, in the routine of a basic school there is no distinction between the hours of activity and the hours of learning. Working in the garden is learning; learning arithmetic becomes an activity.

A basic school is a community center. Not only does the school own a plot of ground on which to experiment and demonstrate scientific methods of gardening and farming, but contacts are made with local craftsmen who share their skills with the children. Classes are held for adults; there is a community library. Community programs of folk songs, plays and local festivals are held on an open-air stage. The basic school becomes the center of rural education and culture.

Basic education is vocationally centered. It is designed to help the student earn his living. Because 85 per cent of the Indian people live in the rural villages, the emphasis is on agriculture, but the school also teaches spinning and weaving, where there is a lack of cheap cloth, and carpentry and bricklaying so that each person may be selfsufficient. The student learns first how to produce food, clothing and shelter; then he may learn other cottage industries to occupy him in slack seasons and to provide additional income. In the cities he may shift to a technical school at the end of his elementary work and take up one of many industrial or commercial courses.

Thus, we see the counterpart of the project method, the activity movement, progressive education, life adjustment education, and perhaps other trends or movements in American education.

Basic education offers much for Indian life. The British system was not even well adapted for the major use that was made of it—training government servants. Certainly, it is unsuited to rural India. As education is expanded and becomes more universal, India must turn to a philosophy centered on rural life. Basic education, with intelligent application, holds real promise for the future development of India.



In India trainees at a basic education teacher training center have made their own beds (charpais)—in this case from the very beginning.



Folk dancers (above) clash sticks with opponents in wild fury and frenzy. Physical training (below) often takes on the esthetic form of folk dancing.



Wanted: Creative Minds

Good teaching is largely rediscovery
of the truth by the student himself.

It is not enough to tell him; he must discover
for himself for the best learning.

GORTON RIETHMILLER

Administrative Assistant
Public Schools, Highland Park, Mich.

In A world whose complexity increases daily, the function of public education also becomes increasingly complex. Much of this complexity has resulted, directly or indirectly, from the vastness of the technological developments of this century. The side effects of these developments have altered materially the lives of the peoples of the world.

The schools have the responsibility not only of informing youth of the nature of these new materialistic developments but also of interpreting for youth current sociological changes which, though lagging behind and more subtle in their impacts, have nonetheless revealed new horizons of meaning.

Formalized public education, while grasping with one hand many of the gadgets of modernity, with the other hand clings nostalgically to familiar paths and routines. In attempting to blend the new with the old, education faces many dilemmas. If we forget for a time such problems as increased enrollments, teacher shortages, insufficient funds, building and space problems, other problems of more serious import arise. The latter are often hidden behind the looming presence of the former.

In the first place, schools have been expected to assume responsibility for

areas once foreign to the school. Vocational guidance, vocational training and information, homemaking, personal guidance were once entirely outside the realm of the school.

Second, schools have been expected to keep youth up to date with vast new areas of information which have grown out of our rapid technological development.

Third, schools have been expected to care for the exceptional child, who formerly was eased out of school, and to provide mental and physical health facilities for all youth.

Finally, schools have been expected to accept a service rôle in the community largely because other agencies fail to assume these tasks.

RESPONSIBILITIES ACCEPTED

Schools have not flinched from accepting these newer responsibilities; in fact, most educators have exerted leadership to bring these areas under the wing of the community school. While all of this has been going on, schools have tried to include most of their former educational routines. Hence the first major dilemma, which has led educators to ask: "How are we going to include all of these new responsibilities and, at the same time, continue to accept our traditional responsibilities?" Attempts to meet this

problem have gone under many names and have assumed many forms. General education, integrated courses, core curriculums, terminal education, double and triple track scheduling, work experience programs, and many others are examples of honest attempts to solve this persistent problem.

While these varied methods of curriculum organization have been in the trial process, educators have been reexamining the basic purposes and philosophies of education. Changing emphases from pupil achievement and subject matter mastery to child growth and development, organizing child centered schools, attempting to meet the individual differences of children, educating "the whole child," are examples of attempts to raise the sights of educational purpose.

Latent public interest in these efforts of the school reveals confusion on the part of the public, and many schools have been forced to retreat until the public catches up or catches on. Hence, the second major dilemma: "How can we meet these new demands with an apathetic or an antagonistic public?"

Attempts to solve this problem have resulted in the formation of citizens committees, school taxpayers' associations, and other school-public groups to study the whole problem. Sometimes these groups have operated with the



Creativity can be encouraged in many classes; good art teaching is virtually all creative.

motive of honestly improving public education, and, at other times, the chief motive has been to reduce school expenditures regardless of outcomes so far as children are concerned.

Whereas colleges and universities are being faced with many of the same problems, they are themselves an additional problem to the preparatory schools. College entrance requirements, traditional standards, and inflexible organization stand boldly in the background of all public school organization. Hence, the third dilemma appears: "How can we do all these things for our boys and girls and at the same time meet the rigid entrance standards of colleges and universities?"

Attempts to answer this riddle are resulting in college agreements, revised standards, college reorganization, and diligent efforts of sincere purpose upon the part of both schools and colleges. While the colleges and universities are clamoring for professional trainees and liberal arts candidates, business and industry are saying to the schools: "Give us boys and girls who are ready to take jobs in our stores and factories. Cooperative programs, work experience programs, B.I.E. and E.I.B. days, business and industry field trips, career days, and similar efforts are finding their way into the already complex public school organization.

Not the least of the school's problems is the fact that attempts are being made to meet these needs with staffs that were often trained chiefly as academic specialists. These academic specialists not only have small proclivity for dealing with these new interests but do not wish to be disturbed from the perches on which they were trained to sit. Inservice training programs for teachers help some, but the underlying inertia usually remains.

ATTACKS AND ACCUSATIONS

The net result of these dilemmas facing public education is that, in addition to facing these problems, schools have been subjected to attacks, accusations and, upon occasion, outright abuse. Laid at the door of education are accusations of being all things to all people, of failure to teach the three R's, of neglect of moral and spiritual values, of failure properly to prepare youth for college, of operating programs that prepare only for college and neglect business and industry, of failure to inculcate democratic ideals. Blame for juvenile delinquency, blame for lack of respect of person and property, blame for disregard of authority and for most of the faults of our social order are laid at the door of the handiest scapegoat for all of society's illsthe public school.

To the everlasting credit of educators and the public schools, they are not only riding out the storm created by these issues but are also making steady progress toward the solution of many of the problems. Except in a few instances educators have not been panicked but have faced these attacks squarely and diligently with a view to correcting justifiable complaints and defending good practices. Consequently the storm is diminishing; the waves are not so high. Yet the major problem of all—social lag—is still with us.

One answer seems strikingly clear. We must nurture creative minds in the social areas as well as in the scientific area. Colleges and universities want our best minds for the professions; business and industry want our talented skilled artisans. And so the list goes, but who is seeking the creative minds in the areas of human dealings? Who is demanding genius in the fields of political science, sociology—yes—even education? The answer is all too clear; these are left to chance selection.

Fortunately, chance selection has produced some excellent leadership, but not to the degree that has been true in the technical areas where the best talent available is still being sought. The point is that creativity is required all along the line. Creativity is the ex-

ercise of those attributes that will lead to the discovery of new truths, new aspects of truths, new uses for truths, or new methods for dealing with truths. In short, creativity discovers what God has already created. Creativity involves inventiveness, productivity, discovery and rediscovery, and revelation of truth.

The creative mind is a complicated mind and difficult to detect. Every individual is endowed with creative capacity other than the biological instinct for procreation. Some possess this capacity to a greater degree than others.

The capacity for creativity is a most sensitive one. Its existence does not assure that anything creative will be attempted, much less completed. As anyone who has ever painted a picture, written a poem, or planned a design will tell you, successful completion is dependent upon many factors, e.g. inspiration, mood, timing, environment, freedom from interruption, leisure, and so on. Almost in the same breath they will tell you that they have sometimes done their best when many of the usual favorable conditions did not apply.

DIFFICULT TO RECOGNIZE

Creative minds quite often are extremely sensitive, easily discouraged, high strung, temperamental and introvertive. Some are confident, purposeful and certain of the achievement of their goals; others are fearful, indecisive and often despairing. Again, some are energetic, industrious, persistent and forever in pursuit of a goal; others are phlegmatic, preoccupied, inconsistent, lazy and seemingly indifferent about everything. In short, the creative mind is difficult to recognize from outward appearances.

The creative mind questions all aspects of truth. It questions with a purpose. For example, the automotive engineer while taking pride in the car he drives is constantly at work trying to build a better car. Creative minds design better houses, make better golf balls, build faster planes, grow better cotton, make life more interesting. The creative mind will conquer space.

The creative mind is an imaginative mind, full of hypotheses, theories and dreams. Having a concept of infinity, it realizes that no task is ever finished. Edison never finished; what he started will never be finished.

The creative mind has uncommon insight as to the nature of things and

people. Shakespeare will probably always be quoted for his insight into the nature of man.

The creative mind is frequently misunderstood. Who understands Einstein? He himself relates that he has not always understood what some of his mathematical equations and formulae imply.

The thoughts of the creative mind add up. Their sum is tomorrow.

TEMPORARY EXPEDIENTS

The creative mind is both conforming and nonconforming. It conforms only to truth, which it accepts only for the purpose of revising and rediscovering new truths. It regards man-made laws only as temporary expedients.

The nature of the creative mind has mighty implications for education. Our nation and the world need creativity as never before. The discovery of new scientific truth begets the need for the discovery and application of new social truth. Just as truth is the goal of education so is truth the goal of creativity.

Teachers, counselors, principals, in fact all who have responsibility for youth need to be aware of the nature of the creative mind. The nurture of creativity is a delicate operation demanding the finest pedagogical skill. The discovery of creative genius, however small, demands the most careful observation; once discovered, its nurture demands the utmost skill.

Every organized class should provide some opportunity for creative and original activity. There should be no exception to this. Such activity does not imply aimless play, nor does it mean activity without direction. People cannot be coerced into activity, yet sufficient freedom must be provided to permit those who have creative ability to proceed.

Rigid conformity stifles creativity. As in all good teaching, individual differences come into play here also. Some will need much direction; others may actually do better with none. Teachers will need to remember that the search here is not for the students who conform best but for the ones who create best. Originality, initiative and productivity are paramount in creative pursuits.

There is "know-how" for ferreting out the talented in mathematics and science.* Good art teaching is virtually all creative. Students can write plays and musical productions if given the opportunity, and occasionally they are. There are many opportunities for the creative in shop and homemaking if students are given the opportunity, and occasionally they are.

In the communicative arts opportunities for creativity are myriad. This involves much more than an occasional class in creative writing or radio script writing. It involves at least a minimum of creative activity in every class in English, public speaking, dramatics, journalism, composition, literature and so on. The emphasis must be primarily upon ideas, not upon form or language mechanics.

In the social studies field creativity projects seem to be rarest. Yet it is in the area of human relations that most progress needs to be made. Technical changes come readily; social change is extremely difficult. Social creativity is the most crying need of our time. How ironic it is that perhaps the greatest scientific achievement of our time, the use of atomic energy, should first be used to destroy mankind! Technological genius has harnessed the atom, but where is the sociological genius to use it?

CREATIVE LEADERSHIP

Creativity must be nurtured in the entire social area. Creative leadership must be developed. Conformity to the tenets of good citizenship we must have, but we must search for those with the talent to go beyond mere conformity. Our students need to be made aware of the weaknesses of our man-made laws, while at the same time they must respect them until better ones are produced. Just as the technical genius will conquer space, so must social genius lead men to live in harmony.

Finally, if we can do nothing more than we are doing, we can examine our technics to make sure that we are not stifling creativity. Many students and adults can testify to the fact that their creative efforts have been nullified by the statement, "It won't work!!" Maybe it won't, but we cannot develop creativity unless we permit attempts at it. Good teaching is largely rediscovery of truth by the student himself. It is not enough to "tell them," they must discover for themselves for the best learning. Creative minds must be given the chance to probe the caverns of darkness as well as the vistas of light where often what they think they see is only a mirage.

^{*}Education for the Talented in Mathematics and Science, Bulletin No. 15, U.S. Office of Education.



Finance and Fanfare at Cleveland

By A.H.R.

CLEVELAND.—Creating the most excitement at the Cleveland convention of the A.A.S.A. was the appearance Sunday evening, April 3, of the vice president of the United States, with the accompanying pageantry of police and F.B.I. protection. His escort to and from the airport included 50 city policemen, according to the Cleveland Plain Dealer.

Other highlights for the 8000 people who attended this third and largest of the 1955 regional conferences were:

Vice President Richard M. Nixon



1. A proposal by Beardsley Ruml, New York financier, that the federal government underwrite education without strings attached, with a per capita grant of \$20 per child, starting this year and reaching eventually a maximum of \$80 per child.

 A plea by Bishop G. Bromley Oxnam that we apply the power of thinking to social and cultural obiectives.

 A reminder from Neal Gross, Harvard sociologist, that the real danger to public education is not from a small group of critics but from the apathy of a majority of the citizens.

4. A wonderland of exhibits, demonstrating again that the school market is not only big business but that it offers teaching aids and materials that can be of tremendous help in increasing the effectiveness of teaching.

A never-ending round of social events and sideshows to the main attraction—but that's a convention.

Vice President Richard M. Nixon told again the story of his visit to 20

countries in Latin America, to which he added some footnotes about education. The audience listened attentively, most of its members being impressed (Democrats holding some understandable reservations) with both his message and his personality.

With newspaper reporters covering the convention, however, he did not make a hit. Protocol of journalism expects that a speaker of such note will release his manuscript first to the press and to the organization by which he has been engaged to speak. Mr. Nixon provided no advance release to the N.E.A. press office, and so reporters pushed pencils diligently, taking notes from which they hoped to quote him accurately. Much to their surprise, they found the entire story in the newspapers at the close of the meeting. Mr. Nixon had released his manuscript a few hours earlier to one of the national news services. That, Mr. Nixon, is not cricket in journalism.

Mr. Nixon drew applause from the audience when he emphasized that



This million dollar display of school supplies, materials and services greeted the delegate as he came down the stairs to the Exhibit Hall at the Cleveland A.A.S.A. meeting. Paul L. Crabtree, secretary-treasurer of the Associated Exhibitors, estimates that the displays at the three regional conferences represented a total investment of between \$3 and \$4 million. This figure includes not only the cost of exhibit space and of the materials shown but also the traveling expenses and salaries of personnel.



The Sunday program of the Cleveland meeting got under way with reports of the Educational Policies Commission. The presiding officers and speakers were (I. to r.): Ralph W. McDonald, president of the state university at Bowling Green, Ohio; Howard E. Wilson, secretary of the E.P.C.; Donald S. Bridgman of New York City, member of the Commission on Human Resources and Advanced Training; Hugh B. Masters, director of the continuing education center at the University of Georgia, and George S. Counts, professor of education at Teachers College, Columbia University.

young people need to know more, rather than less, about communism. "They need to compare our American theory and practice with the actual examples of communism in other countries," he said.

Also, he believes that young people today should be more conversant with other languages. Speaking from convictions that were strengthened during his visit to Latin America, he urged that—along with pride in our own country—our young people be taught a genuine respect for the traditions and cultures of other peoples.

The vice president recalled his days at Fullerton High School, California, where he played second fiddle in the orchestra. "I also played the piano, but I don't mention this to my Republican friends."

He recognized education's significant rôle in developing world understanding. "The technical assistance program is working well and should be continued," he said. "Also our library loan plan is meeting a need. The student exchange program is one of the best programs we have, not only with Latin America but all over the world."

From his observations in Latin America, Mr. Nixon concludes that our neighboring southern continent is undergoing a tremendous industrial growth and cultural awakening, along with greater stability in its governments. Percentagewise, he said, South American countries are increasing their expenditures for education tremendously. There is also, he said, "a great well of friendship for the American people in these countries."

Probably the most welcome message from any layman on the Cleveland program was the forthright statement by Beardsiey Ruml, famed New York financier, that "revenues needed for the basic support of schools [should] be raised at the federal level."

"Federal aid to public education," said the author of the pay-as-you-go income tax plan. "should be on a percapita-child-in-public-school basis, the definition of public school to be made by each particular state.

"One objection might be that the wealthier states that now pay the larger share of the federal income tax are already able to take care of public education on any level they feel suitable. This I doubt, but, even if it were so, it remains true that a child in a wealthier state is also at the same time a child of the United States and deserves equal federal support for the basic costs of his school system."

Schoolmen who are so close to the critical financial picture of schools to-day may be somewhat impatient with the rather slow pace at which Mr. Ruml would have the federal government pick up his plan. For the last half of the fiscal year of 1956 and for the fiscal year 1957, he would have the federal government appropriate only \$20 per capita per year, or \$367 million for 1956 and \$764 million for 1957. These allotments, however, he would increase to a level of \$80 per child by 1965.

Refuting any contention that the federal government could not afford this, he said: "This amount for 1965, although important in terms of today's figures, must be judged against 1965 gross national product of \$525 billion, and federal revenues that will then be available even at reduced rates of taxation."

There was another tune in the Ruml medley that was not so melodious to school administrators' ears. The New York financier wants a more adequate accounting of results. Said he:

(Continued on Page 130)

Administrators Told Scientific Advance Up to Schools

By H.M.Jr.

DENVER. — The mile-high altitude didn't seem to make much difference. It was scientific manpower and federal aid for buildings—just as in St. Louis.

These were the two main topics of concern at the western regional meeting of the American Association of School Administrators at Denver, March 12 to 16. Approximately 4000 school superintendents and other persons interested in problems of school administration were in attendance. Not more than half of them were from Texas and California; it just seemed that way.

Gen. Thomas D. White told the A.A.S.A. audience at the third general session that the United States is "running into difficulties in keeping its technological lead over Russia." General White, the vice chief of staff of the United States Air Force, explained that the most serious internal problem of our air force is the shortage of superior people—trained, experienced, skilled technicians and operators. "As a nation," he said, "we suffer

from a shortage of skilled people all across the technological spectrum. We need thousands more scientists. There are important jobs waiting for more than 35,000 engineers. The military and industrial requirements for technicians are huge and still growing."

General White urged schools to emphasize courses in mathematics and science, even though, as he said, "the first type of education [young people] need is that leading to an understanding of the realities of national power." He meant what he said. When General White described the curriculum of the air force academy which will open in Colorado in July, he outlined a program of scientific education as well as one that will provide a broad cultural background in the arts and sciences.

A similar cry for technological manpower came from Senator Clinton P. Anderson (D.-N.M.), a member of the joint committee on atomic energy. Senator Anderson said, "I am here to plead with school administrators that you go back home and begin the difficult task of recruiting scientists. I started to suggest that you turn out scientists instead of football players."

The future of the West, and particularly that of the Colorado Plateau, according to Senator Anderson, is unlimited in the atomic days ahead. In all parts of the country, he added, "the job is that of starting scientific chain reactions in the minds and hearts of young Americans in every school in our land. That is your job as school administrators."

Federal aid wasn't mentioned by general session speakers (as it was at the central regional meeting two weeks earlier), but the lobby talk and the discussion group questions showed that it ranked high among the concerns of school administrators from the West. On this topic, Arthur F. Corey, the executive secretary of the California Teachers Association, got the convention's biggest newspaper splash at the discussion group labeled "federal aid for school building construction." Dr. Corey analyzed the President's bill relating to school con-

Who said Cleveland and St. Louis were closer? These three Michigan superintendents who chose the mile-high convention instead are (I. to r.): King R. Estes, Oakwood School, Kalamazoo; Frank J. Gornick, W. K. Kellogg School, Hickory Corners, and Glenn Nykerk, Richland.



Flanked by two "aides," Gen. Thomas D. White, vice chief of staff, U.S. Air Force, prepares to "take" the Monday morning session. Aides are Roger M. Warren, Associated Exhibitors president, and Willard S. Elsbree of Teachers College, Columbia University, on same program.



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struction and characterized the provisions as evidence that the President of the United States is getting bad advice from his subordinates in the field of education.

Dr. Corey called on the commissioner of education, Samuel M. Brownell, to "assert his professional leadership or resign in protest." Dr. Corey went on to say that educators have a right to expect Oveta Culp Hobby, Secretary of Health, Education and Welfare, to "speak as though public education is an important aspect of American life."

"THE WORLD WE FACE"

At the Monday evening general session, the convention delegates turned again to a speaker from outside the profession. Ernest K. Lindley, director of the Washington bureau of Newsweek, described in reporter fashion something about "The World We Face." Mr. Lindley analyzed what seems to him to be the fundamentals of the Eisenhower foreign policy, some of our problems of diplomacy in Asia, and the outlook today for war or peace. Mr. Lindley said he found it hard to believe that the Chinese Communists are either "so venturesome or so stupid as to force the issue [of war] in the Far East." But, he warned, American citizens should not assume that we are "dealing with men of sober judgment."

While most of Mr. Lindley's talk concerned foreign policy, administrators identified themselves to some extent with his opening remarks. He gave solemn tribute to those men in

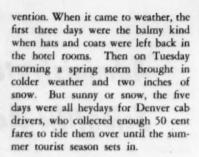
positions of trust who are responsible for decision making. "A policy or decision may seem sensible . . . at the moment. But if it doesn't produce the results expected, those who made it are condemned for poor judgment and lack of foresight." Mr. Lindley said that decision making has reached new proportions of difficulty in recent years when it has become the practice not only to condemn men's judgment but "to impugn their patriotism, as

On their way to the general sessions (held in a theater that looked like a relic of gold mining days) or to the discussion sessions, which were held in the city auditorium, the A.A.S.A. delegates enjoyed many architectural displays, models, and blueprints, in addition to the exhibits of school supply and equipment firms. Five schools were given first place awards in the architectural exhibit for the western region. These schools were the high school at Farmington, N.M.; a 12 grade community school at Harvard, Neb.; elementary schools at Mesquite and Edna, Tex., and the Terra Linda Intermediate School at San Carlos, Calif. The award winners were chosen by a six-man committee representing state departments of education and the American Institute of Architects.

VARIETY IN PROGRAM, WEATHER

Both the program and the weather presented all the variety that conventioneers could ask for. There were 41 discussion groups, culminated by 10 clinics the last morning of the con-

> Getting the superintendent's wife's approval of the new school may be a smart public relations move. Supt. and Mrs. C. A. Lemmons of La Grange, Tex., look at a scale model at architectural exhibit.



INTRASCHOOL COMMUNICATIONS

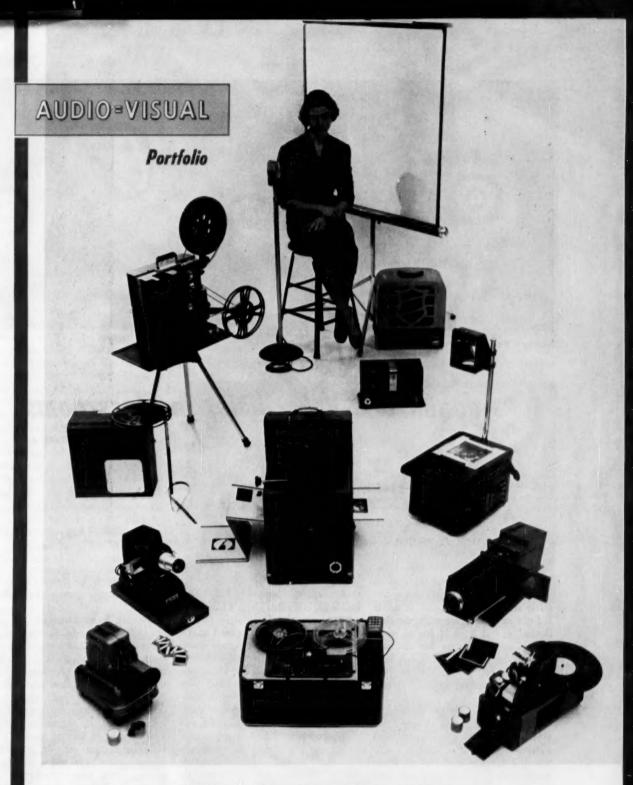
One of the most frequently discussed professional topics was that of intraschool communications. "This is a first consideration," Willard S. Elsbree said, in discussing the topic of staff relations in school administration. Dr. Elsbree, professor of education, Teachers College, Columbia Univerversity, and a member of the 1955 A.A.S.A. yearbook committee, said, The traditional line and staff organization as it has often functioned has not promoted morale. The distance is too great between employe and the administration. Communications may come down the line with considerable speed, but they travel upward at a snail's pace."

The importance of communication between the school and the community was mentioned by Ted Dixon, assistant superintendent of the La Mesa-Spring Valley School District, La Mesa, Calif. "Good communications," he said, "should be considered as a two-way proposition-one of understanding and the other of being understood. Both the school and the community must have faith and understanding. The objective to work for is understanding, not elimination of difference of opinion."

At the Exhibitors' Night program, the administrators were treated to an evening of "serious jazz" by the Sauter-Finegan Orchestra. Characterized by some schoolmen as "mighty gone," the orchestra treated the audience to a preview of "music of tomorrow"and it didn't spare the decibels.

Attendance at the discussion group and clinic sessions seemed to be unusually high. Not many people left for home early, either. One reason perhaps, was that for many of the administrators, it was their last A.A.-S.A. convention till 1958. Atlantic City is a long way from the Pacific Coast, and many a school budget in a small western town can't be stretched far enough to include a trip to New





Power Tools for Teaching

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Seeing is the first step toward being curious enough to learn.

Adequate A-V Facilities in Classrooms

HOLLIS A. MOORE Jr.

From material submitted by:

A. J. FOY CROSS, Director of Placement Services, New York University

DON WHITE, Executive Vice President, National Audio-Visual Association

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YOU can tell a lot about a classroom just by looking. You can certainly see what it's "set up" to do. If it looks as if "Teacher talks, the class listens," and if it could just as easily serve for old folk as for children, chances are the room does not help the teacher much with her job. Not a truly effective instructional job, anyway!

It doesn't take special knowledge of recent school history to know that what takes place inside classrooms today is different from what it was in the days of slate and inkwell. Classroom design is different, too, and much of the change has been due to fitting the building to the program, not the other way around.

No question about it, we've made tremendous strides in recent years in designing classrooms. They're more cheerful, they're more efficient, and they serve the purpose better.

Photograph above, top and bottom photographs on page 67, and bottom photograph on page 69 by Wm. W. Threatt.

Most administrators will testify that teachers, when they help plan buildings, talk often about a classroom where instructional resources can be used with ease, efficiency and maximum effect. They want storage space, display space, and a controlled thermal environment that permits best use of the big variety of teaching aids constantly being given us by technology. In this special portfolio we've tackled the question of facilities and accommodations for A-V instruction.

Nobody has in mind here any special room or rooms in the building, nor is there the idea of a classroom loaded down with gimmicks so that teaching is a parade of projected or recorded materials. Some classroom designs have been strictly Rube Goldberg, but responsible people in the audio-visual field never have supported such plans. What they have held out for are classrooms in tune with environmental demands of existing audio-visual equipment (such as film projectors) and at the same time

flexible enough to change with the results of future product research.

Schools have changed to care for children's needs. Recent changes are making our classrooms pleasanter, more conducive to study, and a better environment for learning. Architectural innovations have taken place: Pastel colors have been applied to interior walls; acoustical material has been fastened to the ceiling, and a wide expanse of window glass or glass brick has become the rule. In consequence, more light and a feeling of greater space have transformed the classroom. Schools are now designed to fit in with the natural environment.

These changes have been worked out with but one thought in mind: to create the best learning environment for the child, the child whose first needs concern room for living, pleasant surroundings, fresh air, ventilation and bodily comfort.

As this great change has been taking place, some of our learning materials have been less well adapted to it than others have. Perhaps those that have suffered most have been projected teaching materials—films, slides, filmstrips and opaque projection. In order to be seen distinctly, projection materials depend on an image that is bright enough to be seen. Naturally, as we raise the illumination level of the room, such projected light images stand up less well by comparison.

New buildings place demands on product research. Two alternatives seem to emerge. The first is to supply classrooms with room darkening equipment that in no way will interfere with the orginal plan of the room in terms of the health and welfare of the child. The second alternative is to obtain projection equipment of higher light output. The latter will demand ingenuity on the part of manufacturers to design projection equipment that will produce a brilliant projected image, even in rooms in which the general light level is higher than it has ever been before. Even when such improvement comes, however, some special light control and ventilation will be necessary.

A child's learning is continuous. However, in our society the workshop of a child's directed learning program is the classroom. Here is the place where, under skilled teacher guidance, the pupil works at the big job of learning how to learn and practices the essential skills of living and working with others. Here, too, the teacher directed audio-visual part of the child's learning program must fit logically and immediately into the program at a time and in a way that are psychologically advantageous.

Audio-visual resources belong chiefly in the classroom. To be fully effective as learning materials, projected pictures should be an integral part of classroom activities. After all, the classroom is the place where teacher and pupil have established rapport. It is the place where the student has developed work attitudes and habits. It is the logical place for all kinds of learning activities and experiences, and among these are audio-visual experiences.

In professional circles it is no longer considered desirable to establish separate "audio-visual rooms." Special rooms are undesirable from several standpoints: The normal pace of in-



Film projectors (above) fascinate pupils, who are eager to "help out." Display cases (below) can carry a teaching message and be decorative too.



Some audio resources, such as record players, are adaptable to any age group and can often be used without close teacher supervision.





Light control can be accomplished with draperies, shades or venetian blinds. It is necessary to provide ventilation apparatus in any case.

struction is broken; scheduling the room for various teachers becomes a problem; a "nonlearning" atmosphere is oftentimes created. And it is considerably less expensive to provide light control equipment in all classrooms than it is to equip and take out of service an audio-visual room.

Classrooms

The classroom in which audiovisual resources are to be regularly used will need adequate ventilation, acoustics, wiring and light control. We shall take up these needs individually and attempt to show how they can be met.

LIGHT CONTROL

The question of light control in classrooms is not an engineering matter alone. It is a psychological one, too. Many teachers report that, while good image quality is to be desired, it is often wise to sacrifice this for other conditions that bear on the environment for learning. A room must be light enough so that pupils can take notes; unfortunately, this is even truer where there is opaque projection, for this is the type in which rooms need to be darkest of all.

Teachers say that darkening a room abruptly creates a break in the teaching situation, which many times is a disrupting influence. Some pupils get sleepy when the room gets dark and others get mischievous. Furthermore, teachers need to observe pupils' reaction in order to determine how well the lesson is getting across.

Some projection possible in normally lighted room. Within the last several years there has been considerable improvement in the efficiency of light sources, the optical systems of projectors, and the reflective characteristics of screen surfaces. This has meant that in some situations fairly satisfactory projection is possible without complete light control.

With modern equipment it is possible today to project several types of visuals in a normally lighted classroom. For example, black and white motion pictures and filmstrips can be shown with adequate clarity in a classroom having normal classroom lighting. But teachers who have tried this say that there is a lessening in tonal quality of the picture and what appears to be a serious reduction in the value of the audio-visual presentation. Although no research has been done on the point, it is possible that the concentration of students' attention on a lighted screen, when all visual stimuli are subdued by a low light level, adds to the effectiveness of the showing.

The use of audio-visual resources is especially complicated in those schools that have followed the modern type of design where natural daylighting predominates. What to do?

Higher wattage bulb, smaller image help some. One solution is used in the schools in the suburban community of Hinsdale, Ill. In the use of filmstrips, the teachers have found two procedures helpful. They are using more powerful projectors-500 watt instead of the former 300 watt. Along with this they have projected a smaller picture than is usually attempted. They keep most of their filmstrip projected images to a size of 30 by 30 inches rather than the 5 foot picture frequently attempted. Children can see this picture adequately from any part of the room, they report, since movable chairs and flexible room arrangement can bring the children close to the screen.

Some of the same innovations also are possible with movie films. A lamp of higher wattage can be used, and the projected image can be reduced to $2\frac{1}{2}$ feet in place of the customary 6 feet. Perhaps the most important thing to remember in getting good

projection in classrooms which are not dark but in which the light is controlled sufficiently is to regulate the position of the source of light. Classroom light should not compete with projector light; if it does, efficiency is reduced. A satisfactory situation would be for students to be facing the screen in the southwest corner of the room if the light source is in the northwest corner.

In this way, it is possible to keep the room light enough so that pupils can take notes as they watch the projected image. The experience in Hinsdale indicates that it is possible, when the right type of screen is used, to project black and white films in rooms having a light level of from 8 to 10 fc., and color films in rooms having a light level of from 5 to 8 fc.

Some projection requires a low light level. However, some of the

other types of projection equipment, such as opaque projectors and microprojectors, involve inherent light limitations which require their use in subdued lighting. In order to provide for the use of these highly valuable teaching devices and to permit better tonal quality in all projections as well as an increased degree of student concentration on the picture, it is essential that each classroom have light control facilities built in as a part of its original design and equipment. When provided in this manner, light control is inexpensive. But it is important that it be provided as an original part of the building, not as a possible afterthought resulting from a deficiency for which both architect and administrator may be

Basic methods of controlling the light entering a classroom are draperies, opaque shades, and full-closure venetian blinds. Each of these has its advantages.

Draperies are gaining in popularity because of their ease of installation and use, decorative qualities, and effectiveness. The new opaque and fire-resistant plastic drapery materials are available in colorful and pleasing designs which add to the appearance of the room. When a drapery installation is designed, it is important that due consideration be given to the need for adequate ventilation.

Full-closure venetian blinds have been developed to get around the deficiencies of ordinary venetian blinds for darkening purposes. The fullclosure blinds involve either a wider slat or a light trap arrangement so that they shut out more light, while still allowing a reasonable degree of air circulation.

Shades provide a thoroughly satisfactory means of light control if appropriate provisions are made for ventilation when they are closed. Lightweight opaque fabrics are preferable for shades; for maximum effectiveness shades should be installed with flaps or channels at the window sides to eliminate light leaks.

In some states standard semi-opaque sun curtains are required in all classrooms. Such curtains reduce the general light level of the room so that the projection image is visible and understandable.

Effective light control means a clear, understandable projected image in a classroom situation. A reading of 1/10 footcandle is one standard that may be sought for opaque projection.

There should be artificial lighting so that the teacher can control the light level when certain types of materials are being projected. This light should be directed downward, care being taken that no direct light falls on the projection screen.

In summary, this seems to be the consensus on light control, perhaps the most disputed topic in the area of school design of audio-visual facilities: Light control, not light elimination, is the goal. Projection of films, filmstrips and slides is satisfactory in rooms in which the light has been dimmed to from 5 to 8 fc. If opaque projectors and micro-projectors are to be used, however, classrooms must be made much darker. Product research may improve matters somewhat by high intensity light projection devices, but it is doubtful if this will eliminate the necessity for light control.



The light level can vary, depending on the equipment being used. The opaque projector (below) must be used in a room that is quite dark.



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VENTILATION

Hand in hand with the problem of light control goes the need for ventilation when the room is darkened. Adequate ventilation will be the same as that required at any other time, but air intakes and outlets must be so designed and placed as to be unobstructed by light control devices.

WIRING

In this electronic age it would seem unnecessary to specify that an ample number of outlets be provided in each classroom, yet some recent schools have been built without them. Outlets should be placed at fairly frequent intervals on all walls of the classroom, should not be wired through the room lighting switches, and should be fused for no less than 20 amperes. Circuit provisions should be made for the simultaneous use of audio-visual equip-

ment involving heavy current consumption in several adjoining classrooms in the building.

In order to provide variable light levels it is a good idea to wire the ceiling lights so they can be turned on or off separately in various areas of the room. In addition to the ordinary room light switches near the door, a second set of switches should be located near the point of normal operation of the motion picture or filmstrip projector.

While it is possible in some classrooms in certain areas to make full use of radio and television receivers without the installation of outside aerials, it is necessary in most locations to provide outside elevated antennas to assure good reception at all times. For this reason attention must be given in modern classrooms to the installation of antenna connections or outlets in one or more locations in each classroom.

ACOUSTICS

The classroom use of audio equipment creates two problems from an acoustical standpoint: (1) controlling reverberation time for clear and natural rendition of sound, and (2) preventing the transmission of sound through the walls from one classroom to the next. These are easily provided for if acoustical problems are considered in the original planning.

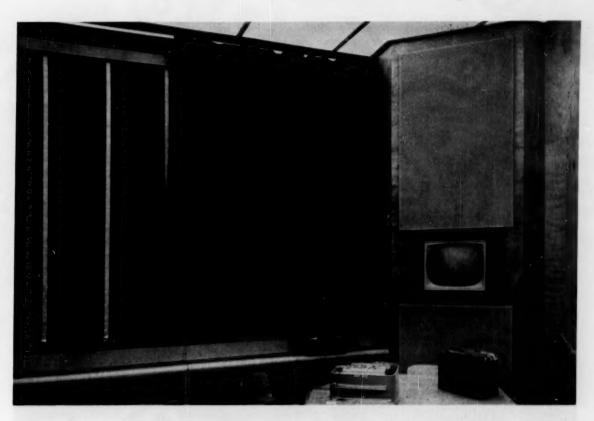
SCREENS

Every room that will be used for projection should be provided with a projection screen that can be made ready for use quickly and easily. A pull-down screen in a roller case mounted on wall brackets will meet these requirements with effectiveness and economy. The screen should be placed so that its lower edge, when it is fully extended, is at the eye level of the seated audience.

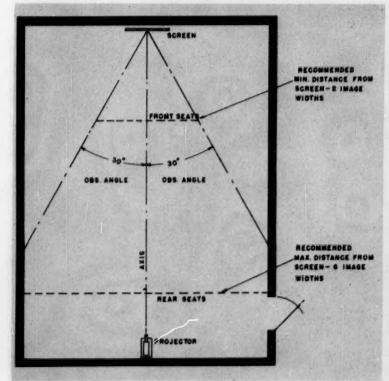
Comfortable viewing will be assured if the screen is so situated that

A public address system has many uses. Here students present a program from a control room adjacent to the administrative suite in a high school.





A listening corner (above), acoustically treated, is one of the features in this New York University "model classroom." The diagram below is a simplified sketch showing the optimum viewing conditions in a classroom.



all parts of the seating area will be within a 30° angle from a line drawn perpendicular to the center of the screen. This condition is approximately fulfilled when no row of seats is wider than its distance from the screen. For comfortable viewing no viewer should sit farther from the screen than five times the image width or closer than 2½ times the width, panoramic or wide-screen images being excepted. For classroom use a screen 70 by 70 inches is recommended.

It is advisable to have a movable projector stand in each classroom. This should be capable of supporting from 85 to 100 pounds and should have adequate braking to prevent movement during projection.

A permanently installed wall speaker is not recommended for use with audio-visual equipment unless the same item of equipment will be used in the room exclusively and repeatedly. A bracket or a 12 by 24 inch hinged folding shelf on the wall on which a portable speaker can be placed will be found helpful.

Auditoriums

While the classroom is the normal place for most basic learning activities,

there are times when activities or meetings must be planned for larger groups. The modern school auditorium is more than a theater and more than a room that can seat a large number of people. It is a functional part of the school plant.

For many schools, auditoriums should be small. Large group functions (such as commencement) which occur only a few times a year can sometimes be held in other public buildings or in the gymnasium or field house or outdoors. Rare functions do not justify a large auditorium.

Whatever the capacity of the school auditorium, center aisles should be avoided, and the general seating arrangement should be such that all projected materials may be viewed at no greater angle than 30° from a line perpendicular to the center of the screen. The light can be controlled most easily by leaving out windows.

When an auditorium is built with windows, there must be adequate provision for darkening it for the projection of films and slides, as well as for stage effects that require darkness in the auditorium.

All artificial lights in the auditorium should be controlled from at least two locations, one backstage and one at the projector station or in the projection booth. In the case of older buildings, where the expense of rewiring is prohibitive, control can be facilitated by an intercommunication system between the projection station and the single light control station backstage.

Every auditorium should have an installed projection screen. A pull-down screen in a roller case mounted on wall brackets will prove effective and economical in small auditoriums. Satisfactory for large auditoriums are flat screens or panoramic screens so

mounted that they may be raised from their viewing position into dustproof covers above the stage.

Materials Centers

Where the old school found it advantageous to set up libraries to promote the use of books, the new school finds it necessary to facilitate the expanding use of books and also the everyday use of many audio-visual media. These new needs have been responsible for the rapid development of the instructional materials center.

An audio-visual center is a curriculum materials laboratory where, once the teacher has decided what she needs to accomplish, she can locate audiovisual materials for the best learning experiences, gain counsel on how to use these materials, and pick up the necessary equipment or arrange for its use in the classroom.

In the instructional materials center the teacher finds helpfully cataloged and ready for instant classroom use all manner of films, filmstrips, slides,

The auditorium at the Heathcote Elementary School, Scarsdale, N.Y., follows the rules for audio-visual usage: There is no center aisle; light control is complete, and all the seats are within a 30° angle with the screen.





A storage room for audio-visual materials in each building is a necessity. When proper facilities are added to the storage room, it becomes an effective work space for teachers and a real instructional materials center.

Dear Superintendent:

Teachers have a word for it—rapport. It's that wonderful feeling you get when teacher and pupils work together, when ideas are coming smoothly and fast from pupil, to pupil, to teacher.

You can feel it. It happens in the classroom. It happens when we're at work, knowing what the search is for, being interested, curious and having our materials and tools near us to learn from, to search through, to delve into in our quest to find out.

And, as we work at finding out, we develop a habit of wanting to know and of knowing where we can find answers.

Finding answers? That's where audio-visual materials serve so well: films, filmstrips, maps, charts, pictures and well illustrated books. All these materials, some new, some traditional, are the things that bring the experiences to us, bring them to us with lifelike clarity, with as if we were there clarity, for learning through seeing and hearing are like living our experiences.

Where do we want to do this living of our experiences? Right where we are used to working together as pupil and teacher. Right where we have developed our rapport, our habits of working together.

In our classroom!

So, as we learn with these audio-visual materials, can't we have our classrooms so arranged that we can use these new tools for learning right there? Then, we can have films to see when we need to see them, right in our classrooms.

We can have filmstrips to study, recordings to listen to, maps to examine, radios to tune in when we need to use them right in our own classrooms, with no interruption of rapport.—Your Teachers

maps, globes, flat pictures, community field trip files, microfilms, stereoscopic materials, museum materials, records and transcriptions, radio and television program files, and in some cases resource books and other printed materials that may assist in the school directed instructional and learning jobs to be done.

The center is a place, too, where new and different instructional materials are planned, produced and experimentally tested and evaluated. It frequently serves as a clearinghouse for interlibrary loans between schools and between the school and various organizations, such as film libraries, public and private libraries, museums and local, regional, state and national agencies.

When the modern school building is planned, facilities must be provided for five basic functions of such centers. These functions found to some degree in school systems of all sizes are:

- Storage, handling, repair and distribution of audio-visual instructional materials.
- 2. Storage, handling, care and distribution of audio-visual equipment.
- Production of materials such as charts, posters and recordings.
- 4. Previewing and auditioning of films, recordings and so forth.
- 5. Administration or supervision of the service.

Money and imagination can lick

A-V Problems for the Architect

WILLIAM W. CAUDILL

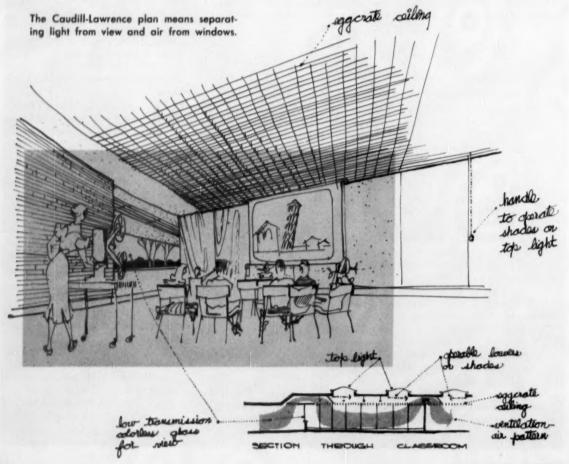
Caudill, Rowlett, Scott, Bruce and Russell Associated Architects and Engineers Bryan, Tex.

HERE'S the thing that scares me to death: "Classroom control installation should be so designed that the light level can be lowered to 0.1 fc." That's the kind of room you can go to sleep in. That's the kind of room in which the expressions of children are lost—the best barometer there is for learning. Thank goodness, the talk now is about "light control,"

not about "black-out." What a relief it is going to be to go in rooms that don't look like coffins!

Schools really have no architectural problems that money and a little imagination won't lick. The trouble is that both commodities are rare items. I guess if you look far enough you will be able to find a creative architect who can devise some sort of a space ar-

rangement where in one minute the space will look like a very fine visual auditorium and, with the push of a button, it will look like a living lounge. That's a tough assignment, even for the masters. It seems to me that somehow we can find a balance between a highly desirable space and a dark space. Let's rely some on daylight projection.



Movie machine education is wonderful, I know, but let's don't let the inadequacies of the movie machines or screens be the limiting factor in providing decent physical environment. While I am at it, may I urge that we do not let so-called visual education get out of line. There is more to education than visual education. And there is more to visual education than the movie and filmstrips. When the movie machine takes the place of a good teacher, then all our schoolroom problems are solved. We can have classes in the home. But I still wouldn't sell out a cheerful environment by darkening the living room.

FIRST PRIORITY

A superintendent I know says that buildings must not be built just to provide space for showing visual aids. He places first priority on ventilation, natural light, and pleasing environment. However, if it can be dim-out rather than black-out, this is the scheme he favors when films are being shown; a hidden track in the ceiling along the fenestration wall, with a panel closet at both ends of the track and a fiber curtain of a plastic material that can be drawn to subdue, not completely cut out, light. In this kind of scheme, mechanically forced ventilation is almost a necessity, especially here in the South.

POSSIBLE SOLUTION

One of our designers, Charles Lawrence, and I have worked out one possible solution. Of course a single solution is worth little, but you may be interested in this one:

Separate light from view and air from windows. Note the accompanying cross section. Ventilation is obtained by wind from the outside entering an opening in the ceiling of the covered passage and flowing into the classroom through an egg crate ceiling. View is obtained through a new low transmission colorless glass, which has a light transmission from 10 to 20 per cent.

The classroom is illuminated by the sky through plastic bubbles or glass

block in the roof. The entire ceiling is an egg crate arrangement, which not only allows air to flow but also distributes light. Artificial light also is supplied the classroom by stock silvered bottom bulbs installed above the egg crate.

Now, when the teacher wants to show a film, all she does is to pull a cord connected either to removable louvers or to conventional shades and these will pull horizontally over the roof light openings.

DARKNESS PLUS VENTILATION

The louvered ceiling will hide all of the undesirable mechanism and the ugly shades and louvers. There will be no need to pull draperies at the windows because only a small percentage of outside light can come in. If some really good looking draperies can be found, we will let you use those over the small window openings. Remember, this window is simply for view, not for light. By this arrangement we can have a darkened room with full natural ventilation.

Architects must work to create

Favorable Conditions for Projection

LAWRENCE MONBERG

Lawrence Monberg and Associates Architects, Engineers, Consultants Kenosha, Wis.

THE visual education problem confronting the school architect is creating new or better design aids of an architectural nature for the purpose of furthering the effectiveness of learning by seeing.

In research work on any subject, it is considered good practice to consult first the present available data and thereby familiarize oneself with what others have concluded on the subject to date. Many visual aid data are available. One finds that the problems to be overcome are numerous and conflicting. Likewise the solutions are of even greater number; seemingly they are less conclusive. But by consulting present data and

by firsthand schoolroom observation, one can learn some of the things not to do. Current thinking should be studied, if only for the purpose of partially accepting that thinking at this time.

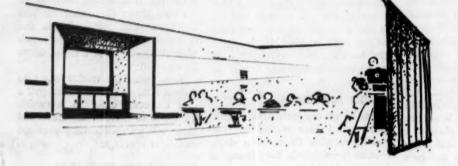
If we conclude that pictures are valuable in education, then we also know that the manner in which the same pictures are presented increases or decreases their impact. What are the present methods of presenting pictures? How can they be presented so as to make the greatest and most lasting impression on the minds of pupils?

It is generally conceded that a large picture has more power than a small picture of the same subject. Furthermore, a bright or "contrasty" picture is more informative than is a dull presentation of the same subject. More important still is the fact that a colored picture makes a faster and better impression than the same picture in black and white.

How can one best combine these three desirable conditions, namely, large size, clarity of definition, and vividness of color?

The answer is: by stereoptic projection of colored slides or movies under favorable conditions.

Favorable conditions can be described briefly as subdued light in the room, as little light as possible



The shadow box should be placed so that the projector operator will be near the principal source of light.

around the projection screen, proper ventilation of the room, and lack of unscheduled interruptions during the period of projection. Also important, the get-ready period should be less than a minute.

Which is the more desirable location for a favorable visual aid program — the classroom or the auditorium?

Classroom projection of educational material is most desirable for short subjects, such as a dozen slides or a five-minute movie directly connected with the lessons of the day. By using the classroom (and not disturbing the receptiveness of the pupils' minds by a break in the program caused by lining up for a march to the auditorium), the teacher does not disturb the continuity of her program. In other words, for short subjects directly in conformity with the program or for the purpose of modifying the subject at hand, the use of the screen and projector in the classroom is the most effective.

When is the auditorium desirable for visual aid?

When a longer program or a program of general interest to several grades is on the agenda, the auditorium is highly desirable. Longer subjects can be shown to advantage and with better projection conditions, considering that light and visibility in an auditorium are designed for such projection; too, the auditorium has been designed for proper acoustical performance.

There are many good examples of auditoriums designed by architects versed in acoustics; these halls have sight lines that are above criticism. Auditoriums are no problem, but class projection is decidely one.

CLASSROOM PROJECTION

A built-in screen behind two 3 foot doors is our solution to setting up a screen in minimum time. It is merely a matter of opening the two doors so that the angle of the doors away from the screen is about 45 degrees. The top of the doors supports a black fabric "ceiling," thus creating an effective shadow box. The screen is actually almost 5 feet be-

hind the outer edge of the doors as it is mounted on the back wall of the cabinet that supports the doors. This results in a minimum of light around the projection screen.

The darkening of the room is accomplished by shutting off a portion of the daylight with the aid of either draperies or dark window shades. Venetian blinds are also very effective as the amount of light can be readily regulated. In our opinion, translucent draperies are the most effective and the least costly means of darkening a classroom.

The location of a permanent screen and shadow box as described constitutes a problem. The front of the room is entirely taken up by chalk and tack board. To use the back wall means that the students must turn around at their desks. The most acceptable location is the side wall. This would place the operator near the windows where the outside light can be readily controlled.

Up to the present time, the method of classroom projection described is our recommendation.



This school in Kenosha, Wis., has a permanent screen and shadow box in each of its classrooms.

7/

The NATION'S SCHOOLS



Community High School, Orangeville, Ill.

SCHOOLHOUSE PLANNING

Tri-level plan saves money for a

Small Community High School

THIS is the story of how an Illinois agricultural area, sorely limited in finances and bonding power, planned and erected a small community high school to serve a unit district 10 miles square. The school is at Orangeville, 15 miles north of Freeport and not far from the Wisconsin state line.

Built for less than \$500,000 (\$895 per student), the school has a capacity of 550 junior and senior high school students. The curriculum is geared to the needs of the youths of the community, few of whom go to college.

Hence, shop work, commercial subjects, domestic science, and agriculture receive emphasis. Nevertheless, the new building does have science laboratories, and the academic offerings are sufficient to permit a student to equip himself for college entrance.

Considerable community effort went into the planning of the new high school. A movement to form community unit districts in Stephenson County began in 1948-49, and four communities formed such districts. The school at Orangeville was old,

and its 170 high school students were inadequately housed. They lacked not only sufficient classroom space but farm shops and laboratories.

With the coming of Unit District No. 203 came a new board. This board speedily set up an advisory council of 25, which recommended that a new high school be built.

Promptly the board selected architects—Ganster and Hennighausen of Waukegan, Ill.—and the architects helped select the school site. That done, they began a series of preliminary planning sessions with the superintendent and the entire faculty. Once the building was programmed, the architects sought out individual classroom teachers and garnered their ideas in regard to the interior design of each room. Preliminary drawings were then prepared.

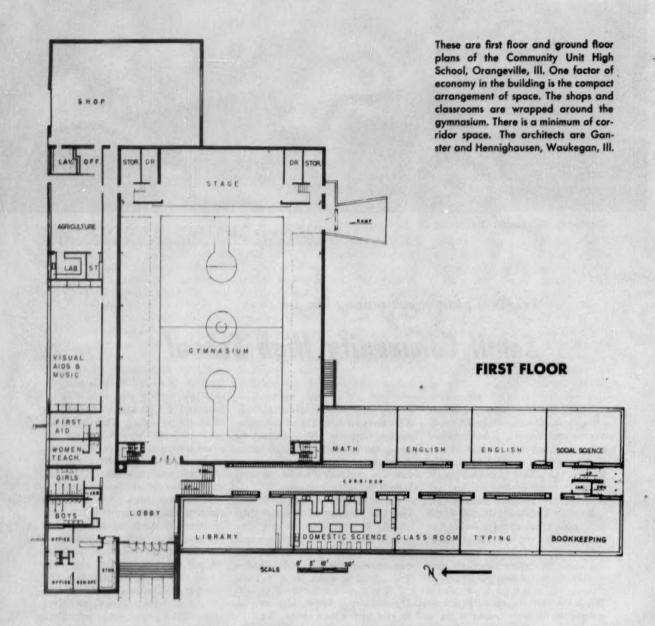
Naturally all of this took time. The board and school administrator were now face to face with the knotty problem of financing the structure. Here is how Supt. John A. Jensen of Orangeville Community School District No. 203 describes the struggle:

"Several area meetings were conducted by the advisory council and the board of education. The community, thus being informed of the need, approved a \$350,000 bond issue. When bids were opened, however, we found that the estimated \$350,000 would not cover the full costs, for, as any-

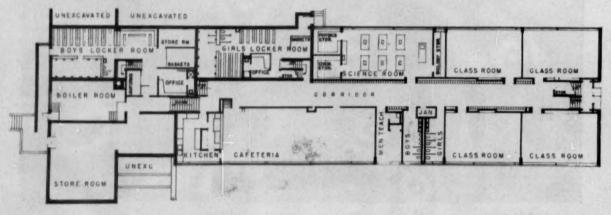
This is the entrance to the high school. The masonry is simple, with no ornaments, no extra breaks in the wall to add to the total space. The overhang, of course, is to reduce glare in the classroom and also to keep water off the exterior surfaces and thus reduce maintenance costs.



Vol. 55, No. 5, May 1955



GROUND FLOOR





A combination of masonry and wood panels (grooved birch) in the lobby breaks the monotony of the brick and is decorative as well as inexpensive for long-time maintenance.



This is the sewing end of the high school's domestic science room, with a three-way mirror and built-in tote trays.



This classroom is typical. Masonry is used extensively, even for window sills. This makes maintenance economical.

body knows, while all the planning and preparation for the bond campaign were going on construction costs had been soaring.

"The architects then had to ask for alternate bids, eliminating the gymnasium. Without this needed community feature, the sum on hand was sufficient to cover the costs, so the board accepted a bid, and construction began. The contractor was willing to give a firm bid for the later construction of the gymnasium. We were able to get a second bond issue passed, for \$95,000, so the building is now completed as originally planned."

Economy was the word in planning and constructing the high school. The actual cost per square foot was \$12.10, and this includes architects' fees, drives and walks—in fact, everything but movable equipment. Figured on the usual standard architectural formula, this breaks down to 87 cents a cubic foot.

Asked how these economies could be achieved, Architect Arthur Hennighausen declared: "Partly through the use of steel framing, which makes construction easy and rapid. Then, too, ours is a split level plan—what in home architecture today would be termed 'tri-level.' Actually, the ground floor is what might be called an English basement, as the floor level is 30 inches below ground. This depth was necessary anyway in order to get below the frost level; we have merely used the foundation wall as a classroom wall.

"We believe there is economy also, especially in the long run, in extensive use of masonry. To relieve the monotony of brick, we have made use of considerable wood trim. Inside we have used wood panels and plywood areas, along with the masonry, and neither of these materials requires dec-

oration or replacement or a great deal of cleaning.

"A third factor in the economy achieved is the compact arrangement of space. Shops and classrooms are wrapped around the gymnasium. Corridor space is at a minimum."

The main entrance of the building is simple, direct, unornamented. Grouped doors of paneled glass lead into a brick and grooved birch paneled lobby from which seventh and eighth grade pupils descend half a flight to their classrooms while senior high school students climb half a flight to theirs. Administrative offices, gymnasium and shops are on the first floor level. A single gymnasium serves all students; boys and girls often use the gymnasium simultaneously for games.

The new high school serves Orangeville as a community center. This gives the gymnasium a second function, in the fulfillment of which a stage stretches the full width of the gymnasium courts. During athletic events, the stage becomes bleacher space.

For the gymnasium the architects

preferred the appearance of metal arch to the truss type of construction, and they contend that it is just as economical. The gymnasium roof is poured gypsum on fiberglass formboard, which provides acoustical treatment and at the same time is economical. The floor is of short maple strips cemented to cork. The proscenium arch is of simple plywood.

The school library serves also as a study hall, accommodating 80 students. Books, being on open shelves, are quickly available. The bookshelves

In a small school, the library must also serve as a study hall. This room accommodates 80 students. A built-in space is provided for card catalogs.



This is the biology, physics and chemistry room. Open display cases provide storage space. Three small storage rooms adjoin this laboratory.





The architects believe the metal arch construction of the gymnasium looks better than the truss type of construction, and it is just as economical.



The bookkeeping room is a corner room which has natural daylighting from two sides. The compact, built-in storage facilities have sliding doors.

are mounted on adjustable brackets.

The revised Orangeville curriculum gives considerable emphasis to book-keeping. A choice corner room with two sides of glass gives the commercial students ample natural daylight. Compact storage facilities are built in. The architects maintain that it is cheaper to build these cabinets according to specifications for particular needs in a room such as this, since it achieves economy of space. Shelves are mill built.

Classroom ceiling height is 8½ feet. Senior high school classrooms are 20 by 30 feet, and junior high classrooms are 20 by 32 feet.

The science room serves for biology, physics and chemistry instruction. Three small rooms opening off the laboratory are for storage of biology, physics and chemistry equipment and supplies. The chemistry storeroom doubles as a darkroom for photography classes.

A handy feature of the domestic science room is the open shelved cabinet just inside the door where students may park their books as they come to cooking or sewing class.

"Now that we have occupied the building, teachers and students seem very happy, for working conditions are excellent," Supt. Jensen declares. "The birch wood interior finish is beautiful, and students respect its beauty.

"With vocational agriculture, home economics, a full commercial program, and four years of science, in addition to our academic program, we feel that our program and plant are serving community needs well. Another much appreciated feature is our special room for vocal and instrumental music."

"Little" White House Conferences

Observations from the first six state conventions: Washington, Connecticut, Iowa, Kansas, Nebraska, Wyoming

Plan Intelligently for Public Participation

PEARL A. WANAMAKER

Superintendent of Public Instruction WASHINGTON

MORE children, more teachers, more buildings, greater public understanding of the problems facing the schools in this critical period—these were the theme of Washington's "Little" White House Conference on Education held Nov. 22 and 23, 1954.

The conference was attended by approximately 150 delegates invited by the governor. They represented business, labor, parent-teacher association, citizens advisory committee members, school directors, public and private institutions of higher learning, government agencies, service clubs, and professional educators.

The purpose of this article is to enable states that have yet to hold their conferences to derive some benefit from Washington's experience. What follows, therefore, may seem to be critical of the effort that went into Washington's conference. The purpose of criticism is to be of maximum assistance to other states. Also, I wish to note that the conference provided an opportunity for representatives of many groups to discuss extensive data relating to the educational needs of the children and youth of the state.

Lessons Learned, I believe Washington's experience shows that there are a number of important considerations that should be weighed care-

fully in the planning of state conferences on education:

 The purpose of the conference should be clear in the minds of the planning committee and be made clear in all literature dealing with the conference.

Since the major concern of the conference is public elementary and secondary education, the composition of the planning committee should reflect this emphasis.

 Adequate time for planning is essential. Thorough consideration should be given to the nature and scope of materials to be prepared for the conference and to their dissemination prior to the conference.

4. Responsibility for coordination of planning activity and conference organization, I believe, should be placed in the state educational agency with the full cooperation of other agencies and groups concerned. The state educational agency is best equipped through experience, staffing and organization to coordinate the extensive planning and organization necessary for a state effort of such magnitude.

5. Those most qualified to prepare full, accurate and objective data on the educational program, its needs, and related matters should be placed on committees charged with the preparation of any materials to be considered by the conference. Provision also should be made for coordination of the work each committee does and for organization of all the materials in a clear and objective form.

6. The state conference should be an outgrowth of regional conferences. All basic material should be available for the use of regional conference groups. The state planning committee should assist regional planning committees in the planning of their conferences. Regional conferences should be representative of groups in the community.

7. Sufficient time should elapse between regional conferences and the state conference to enable the state planning committee to receive and digest regional reports. The major discussion topics in the state conference then should be developed by the state planning committee.

8. The number attending the state conference should be sufficiently large to permit ample representation of all groups in the state that are interested. Those attending should be selected by the regional and the state planning committees.

9. The state conference as well as the regional conferences should be planned to provide adequate time for consideration of major problems, and there should be an opportunity for all attending to participate actively. With adequate dissemination of factual data prior to the conference and full discussion in the regional conferences, it should be possible for the state conference to devote the major part of its time to consideration of the problems considered most important by the various regional groups.

10. There should be provision for preparation of the state conference report within a short time after the conclusion of the conference. The report should be edited by the conference planning committee and dis-

PLANNING: Conference should be outgrowth of regional meetings.

REPRESENTATION: Include lay leaders from all groups and regions.

DISCUSSION GROUPS: Listen to laymen; educators talk too much.

MATERIALS: Make them factual; distribute them early.

PUBLICITY: Avoid the sensational; emphasize constructive ideas.

COORDINATION: Place responsibility in state educational agency.

tributed to all persons participating in the regional and state conferences, to the groups represented, and to the people of the state at large.

11. Follow-up activities should be planned, possibly in the form of regional conferences of smaller discussion groups for consideration of the conference report. This would serve the purpose of providing for maximum stimulation of public consideration of educational problems.

12. There is need to exercise great care in helping the news services to distinguish between individual statements of a sensational nature and the general consensus of the conference. News reports of Washington's conference gave disproportionate publicity to the proposal of one speaker that money be saved by extending the school year and reducing the number of years' attendance in school. The larger and more constructive considerations of the conference were given scant notice by the news services.

Planning. The planning committee appointed by the governor included the president of the Washington Congress of Parents and Teachers, the president of the state school directors' association, the president of the State College of Washington, the president of one of the state colleges of education, two representatives of private higher institutions of learning, one representative of private lower schools, one legislator, one representative of the Washington School Emergency Construction Commission, the president of the Washington Education Association, and the state superintendent of public instruction. The president of the University of Washington was chairman.

Conference plans were developed before the many excellent suggestions of the White House Planning Committee were available. Washington's planning committee conceived the task of the conference to be to ascertain and agree upon the basic educational needs of the state at the present time and in the foreseeable future. The committee asked five of its members to head subcommittees that were assigned the task of preparation of comprehensive reports of a factual needs of the state.

First planning called for the number of conference delegates to be limited to approximately 99, the number of seats on the floor of the state's House of Representatives, and for all discussion to take place before the group as a whole. At the urging of members of the committee, this plan was changed early in November to provide for a larger conference and for organization of small discussion groups. Members of the planning committee suggested organizations and persons to be invited by the governor. It was hoped that as many as 400 persons would be able to attend the conference. However, the limited time remaining was not sufficient to allow many interested groups to attend.

Participation. The full benefit possible to the state from the conference was not realized because the maximum number of interested persons was not included. This was true because of

the limited participation in the state conference and the failure to distribute materials widely enough before the conference. Materials were prepared in considerable haste by subcommittees of the planning group. They were duplicated without scrutiny by the planning committee as a whole and in some cases represented the opinion of the writer only.

Findings. Whereas Washington's public elementary and secondary school enrollment this year is approximately 490,000, it was indicated clearly that the enrollment will be more than 600,000 by 1960.

In the face of this press of numbers, the educational program provided needs to be strengthened and extended. Every effort should be made to provide a sufficient number of well qualified teachers.

In the next five years there is need for 500 public elementary and secondary school buildings alone, at an estimated cost of more than \$250,000,000. There is great need also for extensive increase in the facilities of the higher education institutions during the next 10 years.

The conference did not go on record against federal aid to education, either for school buildings or for current operations. The brevity of the conference did not permit adequate discussion of future policy on this important matter. Present programs of federal aid were approved. Certainly the magnitude of the need and the difficulty of meeting it through state and local effort only was apparent to the conference.

With proper long-range planning, the problem of providing sufficient revenue for provision of an adequate school program can be solved. There was no question regarding the basic financial strength of the state. The conference subscribed to the principle of state financial aid to local school districts, together with maintenance of local autonomy. It was indicated also that the entire tax structure of the state should be studied with a view to its improvement.

Conference participants urged that there be continued effort to increase participation of the general public in planning for the improvement of the educational program. Continued effort to enlist the active interest of all segments of the public in this planning will do much to enable the state to meet its citizens' educational needs.

Widen the Outlook Through Regional Follow-Ups

F. E. ENGLEMAN

Commissioner of Education CONNECTICUT

CONNECTICUTS conference on education far exceeded in value any state conference ever held in Connecticut—and we have had some that were excellent.

Through federal funds made available for this national project, we were able to assemble and distribute factual materials for the use of participants. Our exhibits proved to be highly stimulating.

Participants seemed to catch the spirit of being involved in a national movement, and the horizons of their thinking widened because of it. Members of the legislature, in session this year, have felt the impact of the conference. Similar results can be seen in many local districts. We have had state citizens conferences on education annually for a number of years, but follow-up evaluations of the state conference and the subsequent planning for regional and local conferences are steps that go beyond the results of previous years.

Findings. Four problems were considered at the two-day state conference, which began November 30: (1) providing an adequate program; (2) determining both the money needed and the means of getting it; (3) procuring qualified teachers, and (4) procuring enough buildings.

State conference findings were only preliminary. Further study has taken place at regional conferences. In considering the four problems selected a format was worked out. In the lefthand column of a sheet was listed "Important Things to Be Done," and on the righthand side was listed "Who Can Do Them and How." Thus the report lends itself to action with responsibilities fixed.

Participation. Our conference steering committee sought an attendance of 500, with twice as many lay members as professional. Actually we achieved an attendance of almost 500. Conferees came from 104 of the 170 school districts in the state.

Problems Discussed. There were three general meetings: opening session, luncheon session, and a final dinner meeting. Major emphasis was on discussion groups. Five discussion groups in one section considered provision of an adequate school program; three in another section talked about financial needs; two groups in the third section considered getting good teachers, and two in the fourth section considered procuring buildings.

Discussion Technics. When the conference began, 56 organizations in the state had representatives present. Attendance lists were distributed periodically, and these proved helpful, for no one person could hope to meet all those attending. Progress reports from the four sections and 12 groups were duplicated from time to time, and complete group reports were distributed at the close of the last session. These reports have been carefully edited and published for use at regional meetings.

Planning. The governor of our state agreed with us that the Eisenhower plan of state conferences preceding the White House Conference should not be allowed to duplicate the annual Citizens Conference on Education sponsored by the Connecticut Council on Education. So Connecticut's regular citizens conference became the vehicle for Connecticut's "White House" conference.

Early in May 1954 the president of the Connecticut Council on Education, who is a layman, met with the deputy commissioner and me to discuss membership for a steering committee. Fifteen members were chosen. They represented the Connecticut Council on Education, the state department of education, manufacturers association, C.I.O., Service Bureau for Women's Organizations, Association of Public School Superintendents, Connecticut Citizens for the Public Schools, Association of Boards of Education, Council on Higher Education, state grange, Association of Independent Schools, Congress of Parents and Teachers, and Connecticut Education Association. Seventy-five persons, representing 37 organizations, served on committees.

The steering committee met five times during last summer and fall. Invitation quotas were established. The committee also compiled a special invitation list of certain officials and others known to be interested in solving pressing educational needs.

Next Steps. Soon after the conference was over, the original planning

committee met, evaluated the results. and took steps to organize regional conferences. Seven of these are being held-the first was April 19, and the last will be on May 11. This has given us wider opinion on the four major issues considered at the state conference. Persons at the regional conferences worked from printed copies of the edited findings of the state conference, together with other pertinent data. When the general committee gets time to combine the material that resulted from the regional meetings, it will have assembled the body of our report for the White House Conference.

Don't Expect to Accomplish Much in Two Days

ARTHUR CARPENTER

Administrator of Instruction
State Department of Education

THE Iowa Conference on Education met in Des Moines December 9 and 10. It was the consensus that while much progress has been made and much good work was done, a two-day conference, even though preceded by intensive planning, was not sufficient for the preparation of an adequate and comprehensive report.

Findings. By resolution adopted at the closing session, a steering committee was created to review and summarize the recorders' reports and possibly to request the governor to reconvene the conference before a final report and recommendations are taken to the White House Conference. The steering committee, which would be convened by the state superintendent of public instruction, consists of committee chairmen, assistant chairmen, and recorders of the eight discussion groups at the conference.

The resolution further asked that the steering committee be empowered to ask the governor, the state board of public instruction, or the state board of education, as the case may be, to establish one or more state commissions with adequate financing and staffing to make systematic studies of certain critical problems. These problems would be selected from the reports and recommendations of the discussion groups at the conference.

Participation. The governor invited 79 formal organizations in the

state to nominate from three to five representatives to attend. In the end 250 persons, lay and professional, participated.

Problems Discussed. The planning committee, in advance of the conference, set up eight topics for working over by discussion groups. These were:

 Education to meet the needs of individuals and society.

Adequate supply of well prepared teachers.

Provision of school buildings and equipment.

4. Financing.

5. Organization of education.

Educational television, radio and motion pictures.

7. Problems of higher education in Iowa.

8. School-community relations.

Discussion Technics. The size of the eight discussion groups varied from 15 to 45. Some large sessions were broken down into small "buzz sessions," and these reported back to the parent group. Discussion groups met on the afternoon of the first day and the morning of the second day.

A summary session on the second day gave chairmen of the eight discussion groups 10 minutes each to make an oral report covering the findings and recommendations. All the reports were accepted by the conference upon motion from the floor.

Additional detailed and comprehensive statements from each group have been prepared by the recorders. These statements, along with the stenographic transcript of the final summary session, are now in the hands of the state department of public instruction, where they are being edited.

While the conference was in session, committee chairmen met each day; Dean E. T. Peterson of the State University of Iowa, as chairman of the summary session, also was present.

Chairmen, assistant chairmen, recorders and consultants met both days for luncheon. Eight tables represented the eight discussion groups. Conference progress to date was reviewed, and plans were discussed for the sessions to follow. Certain ideas of general concern and importance were also discussed by the entire group.

Planning. Several weeks before the date set for the meeting, the governor and the state superintendent formed an advisory committee of representative lay and professional persons.

Under the chairmanship of the state superintendent, detailed conference planning then began in earnest. Discussion topics were chosen. A bibliography of materials was assembled and mailed to each conference participant. Delegates had been preregistered and assigned to the discussion group of their choice.

Several weeks before the conference, acting for the state superintendent, I called together all chairmen, assistant chairmen, and recorders to discuss the mechanics and the structuring of the conference. Two sociologists from Iowa State College served us as consultants. This group, with the president of Iowa State Teachers College as chairman, outlined the mechanical procedures to be followed.

Next Steps. Chairmen of the discussion sections will be convened to review the preliminary findings of the conference. This group will make a report to the steering committee. The steering committee, after it has made a study of the recommendations and reports, will consider the advisability of requesting the governor to reconvene the conference for additional deliberations before the final report is forwarded to Washington.

Intersperse State Meetings With Group Studies

ADEL F. THROCKMORTON

Superintendent of Public Instruction KANSAS

THE Kansas conference has three phases—one is past, one is in process, and the third will take place early in October.

The first phase was a one-day conference held December 9. The second consists of a series of seven studies by committees under leadership from the seven Kansas institutions of higher learning that offer graduate work in school administration. The third is another one-day conference this fall.

Findings. These will not be available until after the October conference. However, the work is now moving forward through the university study groups. Each of the seven groups is made up of from five to eight persons and has a \$500 budget. Each is expected to outline a specific action program. Individual members of each group accept an individual

assignment involving study, research or writing. A progress report is due in June; the final report before October 1.

Participation. Some 200 persons attended the first conference. They were broadly representative of business, industry, agriculture and education. Direction of the conference was in the hands of an educator, but lay participation was in the ratio of 2 to 1. Officers of the planning committee were lay persons, the chairman being a member of the legislature. This planning committee has been asked to continue its over-all direction. All publicity pertaining to the conference has been tied in with this committee rather than with the state superintendent's office.

Problems Discussed. The 10 discussion groups considered five topics:

 What should be the rôle of elementary school, secondary school, junior college, and institution of higher education?

2. How can we provide the media of instruction and facilities for education?

3. What changes in organization are needed to improve educational facilities in the state?

4. How can we enlist and maintain a supply of well trained personnel to man our schools?

5. What are the needs of the state in the area of adult education?

Discussion Technics. Each of the 10 conference groups had a chairman, a resource person, and a recorder. Written reports for the 10 groups have been assembled and duplicated.

The college sponsored study groups have been formed as follows: a chairman selected by the college president; two members suggested by the central planning committee; two persons chosen by the chairman; one or more delegates to the White House Conference, and two additional members, if desired, chosen by the study group.

A coordinator has been appointed for the project. He will spend half time at it for at least six months.

The specific assignments for the seven study groups are: (1) rôle of education in our society; (2) impact of increasing enrollments on school facilities, with special attention to the distribution of pupils in rural and urban areas; (3) school financing; (4) reorganization of districts, the intermediate level, the state education agency and higher education—a de-

sign for orderly change in economically feasible terms; (5) building requirements projected 10 and 20 years into the future; (6) manpower requirements and Kansas' obligation to national security; (7) teacher supply problems for the next 10 to 20 years.

Planning. A new governor, who took office January 10, endorsed the former governor's appointment of the state superintendent as conference director. A planning committee was set up in cooperation with the heads of the colleges and universities.

Membership of the conference was selected by asking 65 lay and educational organizations to submit names to receive invitations from the governor. The planning committee determined the number of representatives to be invited for each organization. Invitations were sent out in the ratio of three lay persons to each educator, but the attendance was 2 to 1.

Next Step. Following the second conference in October, the final report for the White House Conference will be written. It will include findings of the December conference, a summary of the studies that are now being carried on, reports of the second conference, and conclusions developed from these three sources. Each of the study committees will write one section of the White House report.

Let Laymen Dominate; Keep Meeting Place Central

F. B. BECKER

Commissioner of Education NEBRASKA

OUR White House Conference on November 22 was really a second conference. On Feb. 2, 1954, we held a Lay Leadership Conference on Education and at that time planned to follow it with a second conference. The timing was such that it was possible to make this second conference serve a dual purpose.

Findings. In the matter of redistricting it was agreed that Nebraska should work toward a K-12 organization in each district, with school patrons reorganizing their schools on a voluntary basis rather than through compulsory legislation.

Enactment of a severance tax on gas, oil, coal and all other minerals taken from the earth was urged as a means of public school support. To equalize opportunity it was recommended that the local school district provide school funds according to its financial ability, with the state contributing enough to each district to help make possible a good local school in each community. The conference further recommended a sound school finance program supported by the total resources of the state through an equitable balanced tax system.

Teacher upgrading was urged so that by September 1958 all teachers would have a minimum of two years' college preparation and by September 1962 a minimum of four years.

Participation. Our first lay conference was dominated by educators simply because lay people did not come, as it was held in Lincoln, 500 miles from the west end of the state. In the second conference we made sure that there would be an equitable distribution of representatives from all walks of life. It was held in Kearney, near the center of the state. This gave both a well balanced program, as far as lay people and educators were concerned, and good geographical representation. In fact, the attendance doubled.

Problems Discussed. At the first Lay Leadership Conference we decided to discuss three subjects at the second conference—redistricting, finance, and teacher certification.

Discussion Technics. Our discussion leaders were all laymen but were persons well versed in their subjects. Educators were used as consultants with definite instructions to serve in an advisory capacity only.

Planning. The governor appointed a past president of the P.T.A. to be chairman of the steering committee of the conference. Of the committee of 18, 10 were laymen. These represented the American Association of University Women, the Nebraska Council for Better Education, the Nebraska Council of Churches, Citizens Committee of Omaha, Farm Bureau, School Boards Association, Nebraska Federation of Labor, and the state council of C.I.O., and P.T.A.

Forty-seven statewide organizations were represented. At the time of registration, conference participants indicated the discussion topic in which they were most interested.

We paid the expenses of steering committee members, discussion leaders, consultants and recorders. All conferees were guests at the luncheon and dinner sessions. Next Steps. We have some funds remaining, and these will be used for a follow-up conference, if it is not necessary to use them to pay the expenses of the state's representatives to the White House Conference.

Recommendations from the three discussion groups included suggestions as to needed legislation. The conference instructed the steering committee to draft legislative proposals.

Use Conference Ammunition to Spark Legislation

VELMA LINFORD

Superintendent of Public Instruction WYOMING

WE CAN definitely credit the Governor's Education Conference (held November 19 and 20) for supplying the final punch resulting in the adoption by the legislature of Wyoming's first school foundation fund bill. This new law sets up state aid on the basis of a \$5500 minimum per classroom unit.

The conference, however, was acting upon the findings of several study groups and was influenced by opinions expressed at hearings during the last two years.

Another recommendation of the conference accepted by the legislature liberalizes the use of oil revenues for public school purposes.

The planning of the state conference was in charge of the Governor's Education Conference Committee. A second state conference may be held.

Other Conferences Planned by Sixteen States

Up to March 1, six states had conducted at least one general conference, all during November and December. During the winter months, when many legislatures were in session, no conferences were scheduled. But, beginning in March, the conferences resumed, with 15 states and a territory planning conferences as follows:

March: South Dakota, with another meeting in April.

April: Pennsylvania, Texas and

May: Michigan, Minnesota, New Hampshire, and New Jersey.

May or June: Illinois, West Virginia, and Wisconsin.

June: Idaho, Maine, Maryland, Oregon and South Carolina. TEACHING someone to swim out of water is a peculiar and challenging task for any teacher—and furnishing a live course in "driver education" without actual behind-the-wheel training is fraught with similar frustrations. Many teachers throughout America today, however, are doing a job in driver education without the benefit of dual-control automobile training.

In California, for instance, automobile driver education as listed in the California administrative code "shall include instruction by a qualified instructor of not less than 30 class hours in the following areas: (1) driving is your responsibility, (2) the driver, (3) natural forces affecting driving, (4) making, observing and enforcing traffic laws, (5) the California vehicle code, (6) major causes of accidents, and (7) care and economical use of the automobile."

In many schools where there is a lag between institution of the organized and required "driver education" courses and the actual driver training (behind-the-wheel) unit, teachers are seeking constantly for ways to mold the 30 required hours into a live and meaningful course. And no matter how many fine publications and teacher aids are available for their classes, the most practical and inspiring source of information continues to be the adult citizens—with the answers—in any community.

DISCUSSION LEADERS INVITED

When a 30 hour (six-week) unit of driver education was set up at San Jose High School, adult discussion leaders were invited to present a facet of the driver education program most familiar to them. We did it "the hard way" so to speak. Not satisfied with a one-day panel or even a one-period appearance, we wanted them to enrich the program one full day of the five-day program each week. Slightly awed by our own audacity, we sent such invitations, and the response was whole-hearted and enthusiastic!

The program was organized with the thought that each student should know how the problem affected him personally—as an individual, as a member of his immediate community, and as an American citizen. It was thought that the program called for more than the usual lecture or panel on safe driving given to an audience of several hundred students in an auditorium atmosphere. Hence,

Local Citizens Help Teach Driver Education

BEN SWEENEY

Principal, San Jose High School, San Jose, Calif.

we dared to make the suggestion that on one day each of five weeks the invited guests be present from 8:30 to 3:15 as teacher-for-the-day with groups of from 30 to 60 students, the remainder of the week to be centered on the theme presentation made by the visitor. Not one guest resisted because of the time involved—and these were all men busy with their own work and in other programs of community participation.

Following a week of course orientation, the guest program opened with a representative of the city police department, who discussed "The City and Its Traffic." As in the case of each of the other weeks, the speaker provided only part of a program of reading, use of visual aids, driver training devices, quizzes and pertinent discussion carried on during the other four days on the weekly topic. In the past a single appearance by a member of the police department had been our only effort to bring in citizens. This year it was just the beginning.

"The Driver and His Economic Responsibilities" was handled by the local president of the Association of Insurance Agents. Asking for help from this organization averted the friction that can arise when an agent from a single insurance company appears in the school. The hard dollars and cents facts for car owners and drivers were thoroughly investigated in this session. Questions from the floor frequently began with, "My dad wants to know—." Even father realized that he had a stake in this phase of his child's education!

During the third week, three attorneys from the county bar association divided the chairmanship responsibilities and appeared before the students on the topic, "The Judicial Side of Traffic Law." This proved to be in logical sequence following the topic on insurance. Drawing from cases with which they were familiar, these men brought the drama and realism of the courtroom into the classroom.

The following week was devoted to "The State and Traffic Control" with an officer from the state highway patrol present. He dealt with types of control and violations at a state level and contrasted control technics among several states.

Winding up the speaker sessions, the National Safety Council (Green Cross) sent its local representative to talk about "America Faces the Traffic Safety Problem." This presentation of facts and figures on a national scale seemed most appropriate as a finale.

EFFORT IS UNIQUE

Programs involving citizen participants are certainly not an innovation in any school. However, we felt at San Jose High School that community resources had been barely sampled in the past, and that our effort this year was unique because of two features:

 The usual lone representation by a single civic agency was balanced by presentations from other important organizations with information to offer the driver trainee.

The large audience lecture technic was abandoned in favor of a full day of discussions in class size groups.

Evaluation of the program by the speakers, the teachers, and the students revealed that the approach was sound. One of the guests wrote, following his all-day stint with us, "I feel certain that the results of your efforts will result in your students' being better drivers and better citizens."

The school indicated by this program that it needed the sage advice of the citizen-experts in the community which, by virtue of its participation, shared the responsibility for the results of driver education with the school. We were convinced that the program proved to be one further step in the direction of knitting school-community relationships while at the same time providing 450 sophomores with a practical and realistic embellishment for their course in driver education.



Mr. and Mrs. Lloyd Moore, florists and nursery operators, demonstrated different floral arrangements for the home to girls in the high school home economics classes.

In this Oklahoma town

Parents Participate as Teachers

MELVIN SELF

Superintendent of Schools Perry, Okla.

ONE way really to improve schoolpublic relations is to bring parents into the classrooms not as visitors but as participants.

The teachers at Perry, Okla., in their preschool workshops this year, decided that educators too often try to "sell" the public their ideas while ignoring the attitudes, opinions, drives, desires and interests of the public. Parents invited to visit classes are ill at ease (and so are their sons and daughters); the situation is necessarily artificial, and probably few persons' attitudes are really changed.

So when plans for American Education Week were considered, it was decided to bring in lay citizens for one day to conduct classes in all schools with the assistance of the regular instructors.

A special attempt was made to obtain the services of doctors, lawyers, merchants, farmers, housewives and other gifted persons who might make a special contribution to the class-

room. Classes were to be conducted in any manner the resource person desired, whether by demonstration, lecture, films or stories of personal experiences.

To carry out the plan, a committee made lists of persons in the community who might make worth-while contributions. These lists were developed upon suggestions from students, teachers and administrators. They were then sent to each teacher with the request that he indicate his choice of persons he would like to use during each hour of the day. The committee checked for conflicts and issued a tentative schedule for each teacher. Teachers then consulted each resource person on their lists and found substitutes when the original persons selected were not available. A final schedule was then prepared and used extensively in news releases.

To facilitate the plan further, the local chamber of commerce, civic clubs, and citizen organizations were requested to recognize American Education Week and to cooperate fully in the "school-community cooperation" day. Business establishments gave recognition in their advertisements and their window displays. The newspapers and radio and television stations responded with an abundance of publicity. Local businesses made their employes available for one or two hours during the day, and many of the owners also arranged to be present. In all, the services of more than a hundred lay persons were utilized during that one day.

The following descriptions picture activities that might have been seen in classrooms during the day:

Home Economics. A beautician demonstrated the basic principles of good grooming. A florist explained how to make corsages and floral arrangements in the home. A construction man and lumberman described the merits of home decorations and house planning.

Speech. Members of the local toastmasters' club taught the values of proper speaking and the necessity of poise, proper enunciation and diction.

Civics and Problems of American Democracy. A state representative described legislative procedures. A county judge talked about legal justice in America.

Journalism. An editor of a newspaper addressed a class and later conducted students on a tour through the office of his newspaper.

Literature. A local housewife demonstrated how to give a book review. The wife of an attorney explained technics of reading.

Chemistry. A local druggist showed how chemistry can be used in many professions.

Agriculture. A veterinarian explained how to diagnose illness in farm animals.

History. A former governor of the state related state history from memory. A lawyer spoke on Americanism to an American history class.

Mathematics. A banker demonstrated the different uses of interest rates and decimal fractions. An engineer talked to a geometry class.

Geography. People who had traveled extensively showed pictures of foreign countries.

When the instructor knew in advance the nature of the experiences to be presented, prepreparation of some sort usually was in order. In each case, there was considerable follow-up work in the classroom.

So much interest was developed in the experiment that representatives of the state's two leading universities were sent to observe and record reactions.

An evaluation of the experience is now under way, and the empirically tested results are being recorded and preserved for future use. Reactions of teachers, students and laymen who participated have been obtained. There is considerable evidence that school-community understanding will be noticeably affected several months or years hence and that the change will be reflected in the actions of citizens. A complete assessment of results cannot be made until that assumption has been tested.

Examples of student reactions were as follows:

"It didn't turn out to be just a day of vacation from our regular classwork as we expected, but it was a day of profound enjoyment and profit."



Editor Milo Watson took a journalism class through his newspaper office.



Mrs. Orlan Lemler (above), a housewife, taught folk dancing. Raymond Bechtold (below), owner of a pottery company, taught a class in crafts.



"I didn't know we had so many interesting people in our community."

"I can now see what my teacher has been talking about. Our classwork has now assumed new meanings."

"Why can't we do this oftener? I have just recognized what it is all about. Until now something has been missing in our school work, but this bridges the gap."

Students displayed no resentment of the fact that their parents were present in the schoolroom but rather took a considerable amount of personal pride in the fact that parents were recognized as specialists and could make real contributions.

REACTIONS OF LAYMEN

These are some of the reactions of laymen who participated in the activities of the day:

"It gives a splendid opportunity to the townspeople to reacquaint themselves with the schoolroom. The students, too, probably appreciate knowing that so many people out of school are interested in them and their work."

"Probably the most important thing I gained from this experience is that the present-day student is just as vivacious and wholesome as when I was a student. Second, I regained my self-confidence by appearing again before a classroom after many years' absence."

"It seemed to do a great deal to bring adults and youths together, as well as to give businessmen some insight into the schools and youths some insight into the business and professional world. Thank you for the privilege of being of service."

"It was no small pleasure to recall again my own classwork days of years gone by and to realize how much my teachers in the public school system had contributed to my nonacademic training. I find myself remembering teachers not for what they taught me but for what they really were."

"Many thanks to you for the nice invitation and letter of appreciation; I was happy and honored to have been asked to help."

"Over 25 years ago I attended a high school in a small southeast Kansas town where I was born. Upon graduation I had no practical training which could help guide me in earning a living. We had no typing, no shorthand, no vocational agriculture, no manual training, no band, no bookkeeping, no speech, and not even a football team. Nobody ever heard of a driver training course. When I look at the mar-

velous opportunities that are being offered my daughter today, I am gratified in feeling that her time is not being wasted and that she is being given a basis upon which she can choose a college education or a career or, in the event she goes directly into homemaking, a lot of training that will always be of value to her."

"It is my belief the idea should be perpetuated and possibly expanded to include more than one day a year. I believe it offers to the students opportunities that they will find valuable for years to come. At the same time, it is of value to the schools and to our citizens in general to have some active part in the process of running our public classrooms."

All of these comments were made by persons who have lived in the community for several years. From the best information available, not more

best information available, not more than 5 per cent had even witnessed a class in operation since their own graduation. They had observed no school activity other than an occasional athletic event, a band parade, a school play, or a graduation exercise. They had not been accustomed to making statements concerning the values of education because they had been given

no reason for doing so. Permeating all the conversation one could sense that each person, to some extent, acquired an inflated ego from being asked to participate. Even though some people who were requested to serve declined the invitation. they evidenced by their reactions that they were pleased to have been asked. Teachers expressed some concern over the fact that not nearly all the people of the community could be used in one day and that some of them might feel slighted by not being asked to participate. No direct evidence was presented to sustain that feeling, however.

REACTIONS OF TEACHERS

Teacher reactions were expressed in many ways, the following being examples of the commonest responses:

"During the periods mentioned, it was observed that children became more aware of the everyday need for arithmetic and the many uses of arithmetical computations. All the resource persons seemed to enjoy meeting with the classes. This fact was demonstrated in that when some of them were contacted they were afraid they would not know how to use the time allotted, but each expressed the opinion that the period went by all too

quickly. My personal opinion is tnat the day was profitably spent."

"We all realize that we did not utilize all the sources in the community. Several people with valuable contributions to make were not asked or were not able to come when asked. The faculty was, of course, not aware of all the talent which existed. Many new talents were uncovered here which can be utilized well and perhaps in other fields in the future."

"Many worth-while activities may well grow out of this day. Several resource people will be asked to come back when their particular talents will be of more appropriate use."

"Our community is certainly fortunate in having such resource people, but I don't think we should just stop with one day as the only time in the year to take advantage of their helpfulness but call on them throughout the year."

STUDENTS INTRIGUED

Teachers commented that students were intrigued with the new faces and gave respectful attention. Some teachers felt that the students had since indicated more interest in their subject matter as a means to an end; that they were able to see here the importance of the subjects they had been studying. It was felt that the information presented by the resource persons might serve as incentives for future work in the classroom and might provide a background of knowledge upon which to draw for illustrations.

Other teachers remarked that it seemed that the barrier which has so long existed between teachers and other professional persons was, at least partially, eliminated and that teachers, pupils and laymen for the first time met on common ground and could speak the same language. It was further believed that the day should serve as an ice-breaker and that future action of a similar nature should be even easier to arrange and be more productive of good.

Out of these experiences, one major conclusion seems to evolve:

The basic ingredient in any invitation to parents to take part in school activities is the degree to which they can be made to feel they are needed and can contribute something worth while to the school. Their responsiveness will be wholehearted and complete when they are allowed to participate in the school program and are not just expected to be present.

When funds are lacking for the employment of enough guidance personnel, try a

Counseling Reading Room

in a small high school

JOHN A. HARP Jr.
Carthage, Mo.
Principal, Carthage High School

MOST school districts do not have funds available to hire enough persons to do counseling. The counselors who are available in these districts often lack experience. The areas that our pupils would explore, even in the smallest schools, are so many that no reasonable number of counselors would have the great variety of experiences needed for occupational guidance.

When we have tried to meet the needs of pupils by calling on persons working in the various areas in the community, we have found that they lack information. Then there is the matter of too long a period's elapsing between the time Johnny decides he would like to see Mr. Jones and the time Mr. Jones can see Johnny.

FIND OWN ANSWERS

Many of the schools of our country try to meet this situation by the use of printed materials. Such materials are available in virtually every area of interest. As educators we know that many of our pupils are smart enough to pursue the solutions to their problems. If we put printed materials before them, they will find the answers to their own questions. Such materials are relatively inexpensive, and many of them are free. They are attractive and will help sell themselves to readers. They bring into the school an expert who might not otherwise ever be available. In brief, they are helpful

in the solution of our problems of lack of funds, lack of counselors, difficulty of contact, and many other handicaps which detract from the potential usefulness of our guidance programs.

MINE RICH LODE

It really seems probable, therefore, that the maximum opportunity for counseling not only from the standpoint of quantity but possibly also from that of quality can be provided as we furnish pupils with printed materials covering a wide variety of counseling problems. These will represent a rich lode from which pupils may mine the wealth they need to understand the way they should follow.

In our school we have met this problem by building what we have called a counseling reading room. When I say that we have built a counseling reading room, I mean that we have gathered together the materials contained in that room. A building program modification left us with a room that was far too small for an office or a classroom. In this we placed two tables, each about 10 feet long, and a dozen or so chairs. Then with some scrap lumber from the shop and a hundred feet of stove-pipe wire, we constructed some display racks around the walls, drove a few nails from which we suspended copies of various publications, told pupils about the opportunity that was theirs and where it was, and left the door unlocked.

Certainly if you are interested you will wonder how much such a plan would cost and whether you could afford it in your school. The answer to this is definitely Yes; I would say that anyone who could afford a guidance budget of \$100 or more would find it as well spent on a guidance reading room as in any other way. Dollar for dollar this will buy more counseling than any other device in the school.

The material included in the guidance reading room will vary with the objectives of the school's counseling program. Perhaps it would be of some value to those who have not tried to get together material of this kind to know what we have in our reading room so that they might use this as a foundation for selection of material.

CONSULT COLLEGE CATALOGS

One objective that we consider worthy in our high school is to counsel pupils about which subjects they should take in order to fulfill the entrance requirements of the college they wish to attend. We think that the information given should be specific and that the catalog of the particular school in which a pupil is interested should be consulted so that there will be no deficiencies when the high school program is completed. We therefore ask pupils in Carthage High School to list the colleges they wish to attend, and the catalogs from these schools are placed in our guidance reading room. The number will vary from year to year, but it ranges from 100 to 150.

Another objective of counseling in Carthage High School is to help pupils make a wise choice of vocations. We offer our pupils access to the vocational guidance literature from many sources, commercial and otherwise. Guidance leaflets covering several vocations are obtainable from the U.S. Office of Education, Washington, D.C. Several professions have furnished us with guidance pamphlets describing their work and how to enter it. In our collection there are treatments of chiropody, osteopathy, insurance and physical therapy. These can be obtained by people in the community who are in these kinds of work.

ARMED FORCES MATERIAL

In this day, when every able-bodied man (and many women) is going to serve in the army, we have felt the need to furnish information about the opportunities available in the services. We added to our guidance library the U.S.A.F.I. catalog, and officers' handbooks of the army, air force, and navy. Interested pupils may find here also interesting booklets about opportuni-

ties in R.O.T.C., W.A.C., and U.S. Coast Guard. Usually the local recruiting office can furnish these and other helpful guidance materials about the armed forces.

We constantly add publications to our counseling library to fulfill the objectives of our guidance program. We have professional books and the guidance services of our state university, of the state department of education, and of our educational periodicals. All will help in selecting what we will include best to assist in fulfilling the objectives of counseling in our school.

HELPS COUNSELOR

We do not think that our counseling reading room is perfect, but we are convinced that any school having as much guidance material as we have here will find that it materially supplements the work of the counselor.

This is true only to the extent that such printed materials are displayed attractively in a place where pupils are frequently exposed to them.

Teachers can be of help in guiding pupils to materials they need only to the extent that they are familiar with them. Therefore, if your school is one where teachers take an active interest in helping with the guidance program, steps should be taken to inform them and keep them enthusiastic about the possibilities of helping their pupils through referring them to the counseling library.

WAYS TO PROMOTE USE

Some selling is necessary no matter how good the product. I mention this merely to lead up to saying that buying and having these materials available becomes only a good way to waste your money unless you promote their use. Some things we do along this line are:

- Use one issue of the Carthage High School newsletter to list all available materials. Each pupil is furnished a copy.
- Discuss the material available with teachers and get suggestions from them about how we can increase pupil interest in helping themselves.
- 3. Use hall and classroom bulletin board displays from time to time.
- Provide bulletins to special groups from time to time.
- Ask our weekly student radio program to direct attention to this material.
- Provide our counselor with handout lists on which he checks materials in which pupils might find the solutions to their problems.

This is a section of the counseling reading room in the high school at Carthage, Mo. Pamphlets from various sources—commercial, government and professional—and books are available. The school has found that printed materials offer guidance advice it could not otherwise provide.



VARIOUS aspects of the question of the use of school buildings for religious meetings have been before the courts on numerous occasions. This is a rather complex problem. In the first place, it is part of a larger problem-that of the use of school buildings for other than educational or school purposes. Then, too, specifically, there are two main aspects of the problem: (1) the right of a board to permit the use of school buildings in the absence of a statute authorizing it to do so, and (2) the constitutionality of a statute that allows boards to permit the use of school facilities for such purposes.

In the first place, courts are divided on the question of whether, in the absence of a statute authorizing it to do so, a board may legally permit school property to be used for nonschool purposes of any sort. In some jurisdictions it has been held that such use, regardless of purpose, is prohibited.1 This line of reasoning appears to be based upon the idea that school property may not be diverted from its primary use, that "it would be a violation of the trust to devote it [property acquired for the use of public schools] to any . . . purpose to the benefits of which each youth within the district of school age might not of right demand admission upon equal terms with others in like condition."2

REASONING OF COURTS

On the other hand, it appears that other courts, particularly in decisions of a more recent date, do not follow this rule but permit the use of public school buildings and property for nonschool uses, provided such use does not interfere with its use for school purposes.3 The reasoning of the courts so holding is illustrated by a decision made in Texas. There, the court said:

"It may be true that the use to which the grounds will be put . . . Courts Disagree on Use of School **Buildings for Religious Purposes**

LEE O. GARBER

Associate Professor of Education University of Pennsylvania

is not actually necessary for the promotion of the school, yet as it will not impede or interfere with its progress, or tend to injure the school propperty, and will be used at a time when the grounds are not needed and will not be used by the school, such use is not so inconsistent with the purposes to which the property has been dedicated or set apart as renders the contract permitting it illegal and unauthorized."4

In line with these decisions that school property may be used for nonschool purposes, courts have held that it may be used for religious meetings.5

Nevertheless, there are some decisions to the contrary.6 Courts forbidding use for this purpose reason that school districts are without authority to permit the use of school property for any purpose foreign to that for which they were created. Likewise, they argue that funds raised by taxation may not be used for any private purpose.

While courts do, generally, permit the use of school property for religious purposes, it should be kept in mind that, in the absence of a statute making it mandatory for the board to approve such use, the matter of whether or not a particular district permits the use of its facilities by outside agencies is one within the discretion of the board itself, and the courts will not interfere with the exercise of this discretion.7

In spite of the disagreement among courts on the question of whether a school board may permit the use of its facilities for other than school purposes, there seems to be little, if any, disagreement on the question of the constitutionality of laws that permit boards to approve the use of school property for other than school (including religious) purposes.8 In the case of such statutes, which only permit and do not require boards to pursue this course of action, courts, again, will not interfere with the discretion of a board unless it acts in an arbitrary or unreasonable manner.

TWO RECENT CASES

In two comparatively recent cases that came before the courts-one in Ohio and one in Pennsylvania-attempts were made to compel school boards to permit the use of school facilities for religious purposes.9 These cases are similar and will be considered in turn. Both cases arose under statute. Both grew out of the refusal of school boards to permit the use of school facilities by members of Jehovah's Witnesses.

In Ohio the statute gave school boards the right to authorize the use of school buildings for any lawful purpose that did not interfere with the holding of school, and it permitted their use for educational, religious, civic, social and recreational purposes. It also provided that, upon application by any responsible organ-

Vt. 207.

Scofield v. School District, 27 Conn. 498; Spencer v. Joint School District, 15 Kan. 259; Bender v. Streabich, 37 A. 853, 182 Pa. 251; School District v. Arnold, 21 Wis. 665. Boyd v. Mitchell, 62 S. W. 61, 69

Ark. 202.

*Royce Independent School District v. Reinhardt, 159 S.W. 1010 (Tex.).
*Townsend v. Hagan, 35 Iowa 194; State v. Dilley, 95 Neb. 527; Harmon v. Driggers, 107 S.E. 923; 116 S.C. 238; Swadley v. Haines, 41 S.W. 1066 (Tenn.); Greenbanks v. Boutwell, 43 Vt. 207 Mahoney v. Board of Education, 107 P. 584 (Cal.); Nichols v. School Directors, 93 Ill. 61; Hurd v. Walters, 48 Ind. 148; Davis v. Boget, 50 Iowa 11; Townsend v. Hagan, 35 Iowa 194.

send v. Hagan, 35 Iowa 194.

"State ex rel. Greisinger v. Grand Rapids Board of Education, 100 N. E. (2d) 294, 88 Ohio App. 364, appeal dismissed 92 N. E. (2d) 393, 153 Ohio St. 474, certiorari denied 340 U.S. 820, 71 S. Ct. 51, rehearing denied 341 U.S. 917, 71 S. Ct. 733; McKnight v. Board of Public Education, 76 A. (2d) 207, 365 Pa. 422.

Hurd v. Walters, 48 Ind. 148; Spencer 'Hurd v. Walters, 48 Ind. 148; Spencer v. Joint School District, 15 Kan. 259; Sugar v. Monroe, 32 So. 961, 108 La. 677; Gottlieb-Knabe Co. v. Macklin, 71 A. 949, 109 Md. 429; Weir v. Day, 35 Ohio 143; Herald v. West Virginia, 65 S.E. 102, 65 W. Va. 765; School District v. Arnold, 21 Wis. 657; Tyre v. Krug, 149 N. W. 718, 159 Wis. 39.

Weir v. Day, 35 Ohio 143.

[&]quot;Sugar v. Monroe, 32 So. 961, 108 La. 677; Cost v. Shinault, 166 S.W. 740, 113 Ark. 19; Appeal of John W. Barnes, 6 R. I. 591; Royce Independent School District v. Reinhardt, 159 S.W. 1010 (Tex.); Chaplin v. Hill, 24 Vt. 528; Greenbanks v. Boutwell, 43 Vt. 207.

ization of at least seven citizens, needed buildings and grounds should be made available for the entertainment and education of the people "and for the discussion of all topics tending to the development of personal character and of civic welfare, and for religious exercises."

When Jehovah's Witnesses asked permission to use a school auditorium for the purpose of holding public meetings, free to all, which it was alleged would be both educational and for the welfare of the community, permission was refused by the board of education at Grand Rapids, Ohio.

This action was then brought to compel the board to grant the permission asked for.

DISCRIMINATION CHARGED

It appears that the plaintiffs, appellants here, had offered to pay any expenses that might be incurred, to protect the property, and to comply with any conditions the board might stipulate. They asked for the use of the auditorium on Sunday, when it was not otherwise in use. They contended that there was no other suitable meeting place in the village, that it was the ministerial duty of the board to grant its permission, that the request was illegally denied, and that they were deprived of the legal right of freedom of speech, worship and assembly-that they were discriminated against.

In its answer, the board denied these allegations. It contended that appellants had, at no time, made a demand or request for the use of the board's facilities in accordance with the statute. Furthermore, it alleged that a majority of the citizens demanded that the request be denied and that the taxpayers opposed it on the ground that to grant the request would have the effect of requiring the support of a place of worship in violation of the statutes and the board's rules.

The focal point in this case was whether the board had discretion in this matter under the statutes outlining its duties and, if it did, whether it abused that discretion. It was contended that the plaintiffs were neither citizens nor taxpayers of the district, that no members lived in the district, that they actively engaged in unseemly attacks on other religions, and that some of their doctrines were not in accord with the school's program of education in character building, in

the development of unprejudiced attitudes, and in the preparation for citizenship.

The court, in refusing to compel the school board to permit the use of school property by Jehovah's Witnesses, ruled that the statute vested the board with discretion in this matter. It held that the board acted properly in considering the wishes of the taxpayers. In light of the fact that the group asking for the use of the auditorium represented the congregation of East Unit of Jehovah's Witnesses of Toledo, it held that the "board was not dealing with a group of citizens but with a voluntary, unincorporated organization." In summary, it stated the following significant principle of law: "It is the settled rule of this state that the discretionary power of a board of education cannot be circumscribed by the courts where the exercise of such power is reasonable, in good faith, and not clearly shown to be an abuse of discretion."

The Pennsylvania case involved an action by Jehovah's Witnesses to compel the school board of Pittsburgh to issue to plaintiffs a permit to use a school auditorium on Sunday afternoon, for the purpose of holding a religious meeting. The Pennsylvania statute provided that a school board may grant permission for the use of its facilities, upon the application of responsible citizens and residents, provided the use is for "social, recreation and other purposes."

NO PERMITS GRANTED

In this case, the board had passed a rule to the effect that it would not grant permits for the use of school property for religious or sectarian meetings. When members of Jehovah's Witnesses asked permission to use an auditorium for a series of public Bible lectures and the board refused to grant it, this action was brought. It was contended that the board's rule was arbitrary and discriminatory because it deprived appellants of the right of due process under the Fourteenth Amendment to the United States Constitution. It was also contended that the section of the law stating that the board could permit the use of school property for "social, recreation and other purposes" was conclusive of the matter, because religious use was implied within the words "other purposes."

The court held that judicial review of the board's actions in passing the rule prohibiting use of school property for religious purposes must be limited by reasonableness. In holding it reasonable, the court said: "This court is not a superboard of school directors in performance of an official duty. The legislature has delegated this power to the school boards, not to the courts." Finding no evidence that the board's actions were unreasonable, arbitrary or capricious, it ruled that the board's actions must stand.

While the appellants did not deny the existence of the board's discretion, they contended that "permission must be given to all or none and that exercise of the power cannot be partial, but must be complete." In the absence of evidence that the board had permitted the use of school facilities to other religious groups, the court rejected this contention, and it refused to rule on the question of whether religious purposes were included within the meaning of the words "other purposes" because this was unnecessary.

GENERAL RULES SET UP

While court decisions are not in agreement on the question of whether a school board may permit the use of school buildings for religious purposes, certain general rules may be set up for the guidance of school boards and superintendents.

1. In the absence of a statute permitting it to do so, it is questionable whether a particular board has the authority to permit the use of its facilities for religious meetings. (In some jurisdictions it has; in others, it has not.)

2. If a board has the authority to grant the use of its property for religious meetings, it may exercise its own discretion when faced with specific requests. Courts will not interfere with its decisions unless they are arbitrary or unreasonable.

3. It appears that statutes authorizing boards to grant permission for the use of their facilities for religious meetings are constitutional.

4. In the case of such statutes that authorize but do not require school boards to permit the use of school property for religious purposes, a board may exercise its own discretion as to whether it wishes to grant requests for its use, and a board that passes a rule to the effect that it will not grant permits for the use of school property for religious purposes is acting within its authority.

WEIGHTY PROBLEMS

NOW, IF EVER, is the time of year when a school superintendent can really throw his weight around because he undoubtedly has a lot more to throw than usual. The skinny stripling that the girl friend fell for so carelessly in those underfed antebellum days (before he got the job) is he who now totters into a Haberdashery Shop which features surplus army tents in lieu of pinch-me-tights. With his entrance, the Alterations Tailor in the Gusset Department moans and shudders-and well he may! - for the professional Phi Delta Kappa key no longer jiggles invitingly on the superintendent's sternum. The sternum is naught but a blebby blimp.

Yes, let's face it, brother, that climb to the second floor has become a lot steeper than when you were wont gaily to elude insurance agents and the bookmen who wandered into the office every time there was a rumor that the Board of Education hadn't fired you yet. The insurance agents don't call as often any more, either. Have you noticed?

Most assuredly, it is not the fault of the school superintendent when he realizes that he now needs an Earthmover to extricate him from a classroom seat or that the local mortician is casting an appraising professional eye at him. It is the absolute blame of a community that feeds too well and too often. Paradoxically, though the community may present him with a salary check that will not permit one extra candy bar for his wife and starving children, the selfsame citizens will invite-nay, even insistthe head schoolmaster to attend all church suppers, lodge shindigs, community orgies, pancake free-for-alls, and P.T.A. sandwich saturnalias. Historically, our ancestors used to have a comforting custom of fattening up a critter before they led it to the slaughter. Sometimes one wonders if history is not repeating itself!

Against such tactics, our outsize superintendent, and I do mean you, has no chance whatsoever. On Monday he must be available at the service club luncheon to refute rumors that he is getting old and fat and the fine slim young athletic director is a likely candidate for his threadbare toga. Come Tuesday, and who but the school head shall break bread with the investigatory delegation from Great

CHALK DUST



Neck looking for flaws in his curriculum, his building program, and his civil defense activities. Wednesday arrives with (1) a farewell breakfast for teachers who are jumping their contracts for service in Ethiopia, (2) brunch with the Mothers Club to condemn the latest TV horror programs, (3) man-killing luncheon with a legion in support of bingo, (4) afternoon crumpets with the ministerial association in condemnation of games of chance, (5) lemonade and evening tiffin with the TV producers who want more murderous programs, (6) dinner with the Board of Education, where the atmosphere is somewhat inimicable to the digestive process, followed by (7) a light evening snack of pretzels, pastry and pie with the Foreign Interferers Association, which meets to discuss the alarming food shortage in other lands.

The climax comes on Friday when the superintendent cannot reach down to tie his shoes, and the community is outraged when he attends the Senior Banquet in carpet slippers. Truly, they prattle, the old man ain't what he used to be. No, indeed, friends, there is a lot more to him than you would ever suspect—about 50 pounds more! And you, not he, must accept the responsibility.

LOOK WHO'S HERE

The Seeing Eye

HERE COMES the itinerant photographer, that reassuring, unbusinesslike fellow, who ambles into the school complete with cameras, developer and an innocent appearing contract. He guarantees to shoot, in a matter of minutes, individual personalized photographs of each and every child in each and every grade at no cost—and plenty of profit! There will not be the slightest interruption of school work, and great good will accrue to the school. Further, he promises that the superintendent, his family, and

his faculty will be shot free for nothing. Ten per cent of the take will go to the Athletic Association, or any other flat-busted organization, of which the school always has plenty. It's an alluring prospect.

The photographer's contract is signed, and regular classes may as well be suspended until he leaves. There is a snapping and a snarling in the school as the captive audience is lined up and marched forward to be shot. The littlest girls priss up their curls and the smallest boys stick out their tongues and make horrible faces as the camera clicks for the benefit of posterity, the Athletic Association, and the photographer.

A week later D (for disaster) Day dawns as the finished photographs, together with directions for payment, are distributed to the kiddies for takehome purposes. Minor confusions result. It appears that Little Putrid got snapped during the fight with Herbert, and the photograph shows a double exposure. In his picture Kennie looks much like an adolescent ape, but his teacher does not seem particularly surprised. On the way home, Albert drops his picture in the mud, and for the first time his fond Mamma sees him in his true state. These little incidents make for many merry telephone explanations.

But most of the photographs reach home, and the enraged parents quickly grab their food money and shell out. The school is rewarded with a shower of dimes, quarters, promissory notes, and repeat orders, and the Athletic Association, or whatever it is that needs saving, is saved.

The photographs are mailed to distant relatives or put on the home mantel, where they will plague the little ones the rest of their lives. Eventually, school takes up again where it left off, and the itinerant photographer, that keen businessman, having garnered all the loose change in the community, goes on his way. THE successful school administrator knows that in essence all schools are community schools. Many times the people working in the schools and in the community fail to recognize this relationship. However, in his rôle as an educational leader, the administrator continually strives to attain the objectives for which people have established and supported schools.

In this well written book many problems of school-community relationships are identified. The book is written in language easily understood by layman and educator alike. It should prove especially helpful in localities facing reorganization of schools or to a young administrator feeling the full impact of the problems for the first time.

America is growing. Schools are changing to meet this growth. With this change goes the increasing complexity of human and community relations. The authors give generously of their own experiences in this field. In doing so they are specific in the handling of each situation.

Problems in school-community relationships are usually expressed in one of four statements developed in the book. We have all heard them in one form or another:

"1. The schools are ineffective in teaching the fundamentals.

 Schools reflect a sentimental and misguided emphasis on child development.

"3. Education is misdirected.

"4. The schools have taken on too many responsibilities of the home and the community.

"5. The schools are too expensive."

Valuable suggestions are made on how to work with these and related criticisms.

The complexity of school-community relationships is many times oversimplified. Reference is made in the book to a rural county inventory which revealed 428 separate organizations. To quote:

"A part of this organization phenomenon is the segmentation of community interests. Whether from an economic, a social, a religious, an educational or from many other standpoints, people who live near each other may have diverse viewpoints and concerns. . . In short, nearly all the diversities of our culture can be found in many of our cities and to a considerable extent even in our village and rural areas."

Meeting the Problems of School-Community Relationships

Book Review by MELVIN L. GRUWELL Superintendent, Fremont County School District Joint Class A-215, St. Anthony, Idaho

THE DYNAMICS OF SCHOOL-COMMUNITY RELATIONSHIPS. By Roald F. Campbell and John A. Ramseyer. New York: Allyn and Bacon, Inc. 1955. \$3.95. Pp. 205.

Modern transportation, radio and television have brought a breakdown of provincialism.

As the complexity grows, administrators have found it necessary to devote more and more time to the interpretation of the aims of the school to the public. The field of communication has developed into an art. This recognizes that people are naturally suspicious of things they know little about. Of importance in building a solid bond between school and community through communication is the quality and not the quantity of communication.

CHALLENGE AND DILEMMA

School-community relationships alternatively present both the challenge and the dilemma of public participation. No cure-all formulas have yet been devised to apply to all situations. We have reached a point in the growth of education where public participation is here to stay.

What then is the challenge? The authors point up four questions to focus attention on the problem:

"1. What is adequate and effective participation?

"2. How do we determine the relative functions of lay and professional groups in public education?

"3. How do we solve the administrative dilemma of developing cooperative thinking on the part of these two groups in planning and administering a program of education?

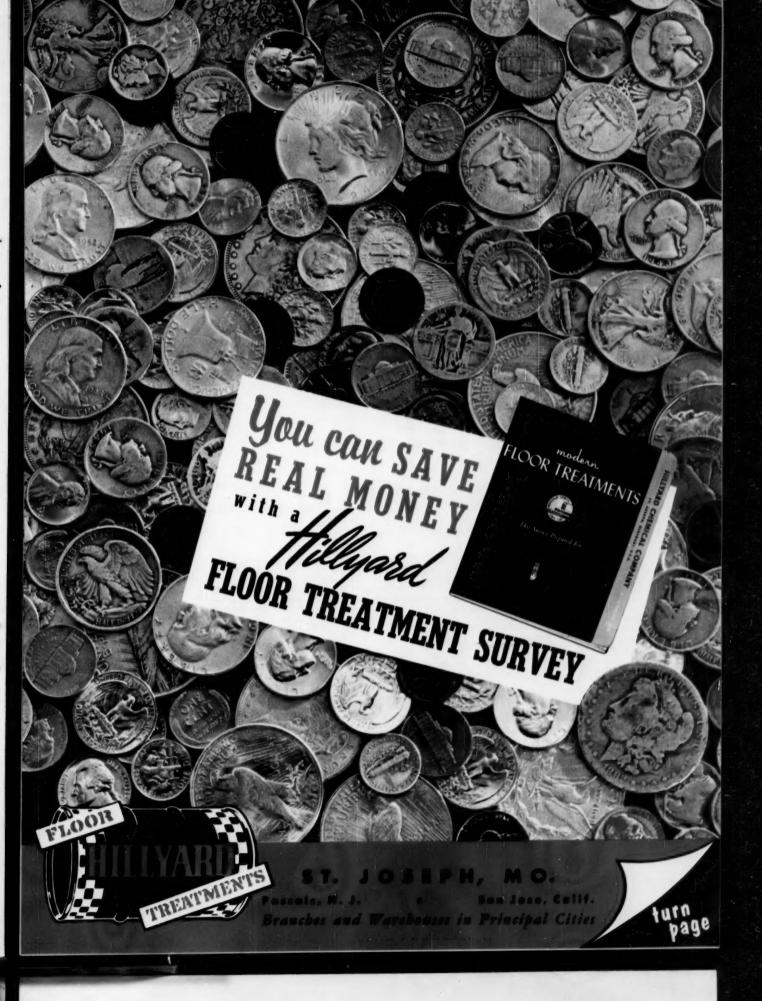
"4. Does citizen participation actually make schools better?"

It is interesting to note how many times the authors emphasize readiness and timing. In working with the different publics, local, state or national, a readiness needs to be developed. When the background for a problem is understood and people are ready to help solve the problem, then timing becomes important. Moving into the solution too early will only mean lost motion. Waiting too long may necessitate considerable effort in generating lost enthusiasm.

There seems to be a distinct division of responsibility in the solution of problems between the lay public and the educators. Educators work in the area of bow to enhance a program. Laymen face the responsibility of final determination of what the school is to do. After consideration of all the facts, the public has a right to say whether or not it wants kindergartens, more vocational education, more stress on skills or more activities. The profession can make its best contribution to the what of education by helping citizens generally and school boards in particular to face the issues. The professional educator should resist making decisions for the citizens.

America has always faced such questions as these: Who should be educated? How do people become contributing members of a group or culture? How do the community and the educative process parallel each other? What is the purpose of the school? Is education a local, state or federal responsibility? Who determines the school program? Why do children drop out of school? Is cost a factor? Where does public responsibility begin and end? Who should teach? Private vs. public responsibility. What is a curriculum?

These and many more basic questions face laymen and educators alike. The answers are found in each community by a work-together process. It is not a simple, fast procedure; quite the contrary, it is a slow, deliberate, continuous process marked by



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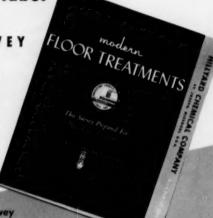


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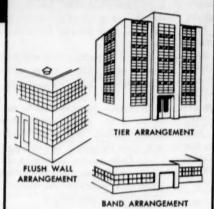
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patience and a sincere desire to do the right thing for the boys and girls of that community and America.

In Chapter 5 the book attempts to show a method of working together. This section is most helpful in its suggestions on how to bring the school and community together in the solution of a problem. Actual examples are used to illustrate the point. Four things characterize the situations: (1) Mistakes are made, but good human relations are displayed. (2) Consideration of the rights and privileges of each group involved is clear. (3) A sincere effort to obtain proper understanding is made. (4) Faith in the other fellow is constantly demonstrated.

It is unfortunate that some school people seem to regard their communities only as a source of financial support, a source of students, and a consumer of the products of education. Schools must be concerned with providing opportunity for effective learning along lines believed desirable by the supporting communities.

Many times educators fail to realize that the simple things are the most effective in promoting good school-community relationships. Most laymen like teachers who are good listeners. Casual, friendly contacts between educators and their grocers, milkmen and other tradesmen help break down the natural barriers that tend to exist between members of a profession and many persons with less formal schooling.

NO "JARGON" FOR LAYMEN

Educators are many times misunderstood because of their "jargon." To be able to speak the language of the layman is important. Working "with" people does not imply in any sense "looking down upon" or "talking down to" people. These are the people who should work with us in developing the "how" and "what" of the community school. It is the atmosphere of a school system created by mutual expectations and mutual faiths that develops the desirable school-community relationships.

The 10 basic principles developed in Chapter 6 can form a most helpful list of evaluative criteria. These form an effective set of "rules of the game." The illustrations given suggest how each principle applies to a community situation. Every school board, administrative staff, and general staff, certificated and noncertificated, would

do well to look at the operation of the school from each area of responsibility and ask the question, "Are we doing our best to see that these principles are operating to the greatest effectiveness?"

TEN PRINCIPLES

By the listing of the 10 principles, attention is focused on lay citizenschool participation. Such participation is the insurance and assurance that the schools will always serve America best:

"1. Only as lay citizens and professional school people work together can public education become and remain what it ought to be.

"2. Decision regarding what the school ought to be is an obligation which the lay citizen cannot sidestep.

"3. The 'how' of school operation is essentially the obligation of the professional school worker.

"4. Recommendations regarding schools should be channeled through the board of education, which has legal responsibility for school operation.

"5. Public participation will be adequate only when many devices, arrangements and organizations are utilized.

"6. Public participation is needed at all levels: national, state, county, school district, the school building, and even the single schoolroom.

"7. Only as lay citizens learn to clarify problems and seek evidence upon such problems can public participation be constructive.

"8. To succeed, public participation should take into account the values, ways of working, and organizational patterns of each community.

"9. Public participation is developmental in nature: As lay citizens and school workers succeed in small tasks, they gain confidence and skill to bring such interaction to full flower.

"10. Effective citizen participation in public education requires superintendents, principals and other school leaders who perceive the possibilities in such a program, who take steps to start it going, and who continue to give it guidance."

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THE SCHOOL LUNCH

Conducted by Mary deGarmo Bryan

Free School Lunches Are Served to Children in Sweden



This is how food is served to the children in the kitchen of a public school's lunch department in Sweden.



Children eat their lunch at a Stockholm school. The supervising teacher (right background), like the youngsters, is given his meal free. In large schools each group of children is allowed about a 25 minute lunch period; dining rooms are kept small and accommodate only from 150 to 200 at a time.

THE Swedish Parliament has been paying subventions to communes and school districts for free meals for pupils in elementary and continuation schools, state secondary schools, higher municipal schools, vocational training schools, and other educational institutions since 1946.

The state grant is paid out on the following conditions:

 The meals shall be available to every pupil who wishes to partake of them. No pupil, of course, is obliged to eat the school meals.

2. The meals shall be free of cost to the pupils.

3. The meals shall consist of one hot dish in addition to milk and some pieces of bread and butter.

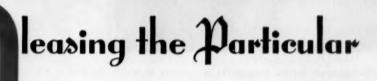
 Members of the domestic staff must without exception produce a certificate of health.

The room used for the purpose shall be satisfactory.

This fifth requirement means that the premises must be suitable for this putpose and equipped in such a manner that the work of preparing the food for the school lunch can be carried out efficiently.

As, for the time being, many premises are utilized for the serving of school lunches that were not originally built for this purpose, they often have a temporary character. The main prerequisites for their being termed "satisfactory" are that they must have good light and ventilation, that they are easy to clean, and that they have





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Lunchroom employes set the tables for the youngsters who eat at this school in Stockholm.



Various areas in the Langbrodal High School in Stockholm, including the lunchroom, are decorated with murals painted by the school children.

sufficient space for the preparation of the food, ample storerooms, and so forth.

Such premises may be, for instance, a former teacher's flat, a classroom, or an air raid shelter in the basement fitted out to serve as a school lunchroom. Sometimes this temporary place may be located outside the schoolhouse itself; in such cases it may be a meeting hall or an auditorium that has been taken over by the school,

Almost everywhere the schools have their own special dining rooms for the school lunches; only in a few scattered cases do the pupils eat in the same

rooms in which the food is prepared or in their classrooms. In smaller schools the lunch department is situated in the school building proper. In larger schools an attempt is made to place the department in a separate section-though not, as a rule, in a building all by itself-in order to avoid cooking odors.

The board of health inspects school lunch premises, and the domestic science teachers and the government public school inspectors also check on the premises as well as on the whole school lunch activity.

During the first 13 years of the

program, some provisional regulations are in force:

1. If it cannot be arranged for all those pupils who wish to enjoy the free school meals to do so, the meals are in the first place to be open to (a) pupils with a long journey to school, (b) weak or delicate pupils, (c) pupils from homes in poor financial circumstances, (d) pupils who would otherwise not easily get lunch at home during the lunch break.

2. If some schools cannot possibly arrange meals with a hot dish, the state grant can also be paid during the 13 years of transition for a so-called Oslo lunch (consisting of half a liter of milk, pieces of bread and butter with cheese and some other nourishing foodstuff, some fresh fruit or vegetables) or for a meal consisting

of porridge or gruel.

The size of the state grant depends upon the financial power of the communes. For the meal consisting of a hot dish, milk and bread and butter, the basis of the grant is 70 öre (14 cents), for the so-called Oslo lunch, 35 öre (7 cents), and for the porridgegruel meal, 20 öre (4 cents). For small units the basis of the grant is 90 öre (18 cents). For pupils not belonging to the commune in question the whole amount, fixed at 85 öre (17 cents) as a maximum, will be paid by the state. This is of great importance since a large number of those pupils who travel daily to school from other communes are often in great need of the free school meals.

A "commune" is an administrative unit. It may consist of one or more school districts. There are both rural communes and urban communes. Government grants are paid out for various purposes within the commune-for the care of the sick, for the schools (including school lunches), and so

forth

Each commune has its own school lunch committee, in charge of the local administration and the organization of the school lunch activity. As a matter of course, the school doctor (or nurse), the domestic science mistress. and the representative of the teaching staff on the elementary school board ought to be members of the school meals committee. Moreover, it is emphasized that women with practical experience of domestic work should be members of this board.

The menus are planned by the domestic science teacher or the business manageress, who are members of the

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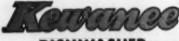
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committee. In Stockholm, the school lunch activity is under the direction of the public school authorities. The royal board of education supervises the activity in the country as a whole. In each separate school it is the manageress who is responsible for the school lunches.

The board of education every year arranges courses in different places all over the country for the training of school lunch personnel. In the bigger school districts, comprising several large schools, the commune employs a domestic science teacher or a manageress who is responsible for the school meals in all the schools in the district. She composes the menus, handles all purchases and manages the staffs.

After conferring with the medical board and the state institute of public health, the royal board of education sends out directives regarding the food to be served at school lunches. There are certain "type menus" which set the standard of the menus which each school district later makes up. If the standard is not maintained in every respect, the district risks losing its government grant for lunches.

The school meal is intended to guarantee to the pupils one-third of their calorie requirements a day, and half of the necessary protein, minerals and vitamins. The calorie requirement is an average, which is dependent on age, sex and other characteristics and is met by means of varying the size of the portions.

"MORE EXPENSIVE" FOOD

A survey made in the early part of World War II indicated that more than half of all school children did not have a full hot meal, except hot cereals, until the afternoon. Their breakfasts and lunches usually consisted of sandwiches, cereals, milk, tea and coffee. A recent survey has indicated a trend toward the eating of "more expensive" food; that is, more fruits and vegetables, more meat and eggs, and fewer carbohydrates.

A state subvention also is paid for lunchroom furniture, equipment and implements, such as electrical appliances, kitchen utensils, porcelain, glass and cutlery.

Ranges as a rule are electric. In the larger schools there are also electric cooking vessels of 75, 300 and 400 liter capacity (1 liter is equal to 1.76 pint or 0.22 gallons). Other equipment includes an electric food mixer

that can also be used for the slicing and cutting of vegetables, special cupboards for potatoes, and refrigerators.

In the smaller schools all children may eat at the same time, but they may also be fed in relays. The size of each sitting depends upon the size of the dining room. It is desirable that the dining room should not seat more than from 150 to 200 children, or else it gets too noisy. Since the big schools have from 1000 to 2000 pupils, many sittings have to be accommodated within a rather limited space of time. Each sitting is allowed about 25 minutes. After lunch, the children may use what time there is left of the lunch hour to play in the school yard.

It is a rather common practice, especially in smaller schools, for each teacher to eat with his class. This is considered most desirable. Boys and girls eat in the same dining room, but sometimes they are placed at different rables.

SUPERVISION OF CHILDREN

Supervision of the school lunches is rather evenly divided between male and female teachers, though the emphasis may be on the male ones. The supervising teacher is given his or her lunch, too, and for a bachelor this is an advantageous way to solve the lunch question.

It is desirable to use the school lunch as a learning situation, but this is not always easy. It is easier to accomplish in smaller schools, where it is rather common for the older pupils to take care of and help the younger ones. The school curriculum includes the teaching of dietetics and the choice of the proper food. When school lunches are introduced in a school, each teacher tells his or her class about the lunches and their importance to the well-being of the children. In the last instance, naturally, it depends on the interest and capacity of the individual teacher, whether he can utilize the school lunch for the instilling of good manners. The question of time, unfortunately, often puts an obstacle in the way.

From July 1, 1954, until June 30, 1956, the government has guaranteed 34 million Swedish crowns (\$6.8 million) to school lunches, and the communities have promised the same amount.

The average price of a school lunch was about 90 öre (18 cents) in 1952-53, including the cost of food and salaries. All school lunch employes are paid. They are employed either

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full time or part time and are paid per hour or per month, according to the practices of the different districts.

About 515,000 (70.7 per cent) of the 728,000 pupils in elementary schools and about 58,000 (38.3 per cent) of the 151,000 pupils in secondary schools were given free school lunches during the fiscal year 1953-54.

SAMPLE MENU FOR WEEK

Monday: Pancakes with preserved lingon berries (equivalent to American cranberries), and white cabbage salad. Sandwiches. Milk.

Tuesday: Meat and potato soup with vegetables. Sandwiches, one with white cheese, one with goat cheese.

Wednesday: Fried Baltic smelts, or herring, with mashed potatoes or green

peas. Sandwiches. Milk. An apple or an orange.

Thursday: Slices of fried bread, with tomato sauce or paste. Sandwiches, one with cheese. Milk. An apple or an orange.

Friday: Beef with onions and potatoes. Sandwiches. Milk. An apple or an orange.

Saturday: Sandwiches: one with cheese, one with egg. Milk. Soup of hips, or haws, of wild roses, very rich in vitamins

Information for this article was supplied by Gerd Stalfelt of Stockholm, a domestic science consultant on the Swedish Royal Board of Education, and Holger Lundbergh of the American-Swedish News Exchange, Inc. Pictures were obtained from the news exchange.

American Home Economist Visits Swedish School Lunchroom

ALTA B. ATKINSON

Manager, Food Service, Teachers College, Columbia University

OUT of the sun drenched and flower bordered playground and into the kitchen of the Dammfriskolan in Malmo was my way of introduction to the school lunch program in Sweden.

In a compact, modern stainless metal equipped kitchen, flooded with daylight on two sides, the food is prepared for 2000 children. Sixteen hundred are fed at Dammfriskolan, and food for 400 is sent to a small school near by. The kitchen was fragrant with the odor of vegetable soup and meat balls and good it was! Dark bread with plenty of butter and tall stainless metal mugs of milk completed the luncheon.

Then, from the kitchen into the dining room where 400 eager little blond boys, all under 12 years of age, were waving their hands in the air, their signal that the first serving was gone and they wanted more.

About 12 women, each with a tall rectangular container with handles on each side and a ladle for serving, were going from table to table serving the hungry children again. The luncheon period is from 11 a.m. to 2 p.m. The children have 20 minutes for lunch, and it takes approximately 30 minutes to reset the dining room for the next group of child patrons.

There were two men teachers in the room, alert to what was happening, but the children were well disciplined and there was no apparent sense of restraint.

When nearly all were finished, one of the teachers struck a gong and the children stood up and in an orderly way headed for the door to a large lobby where their wraps were hung and where handwashing facilities were in evidence. These, presumably, are used on the way to the dining room. The slow eaters were not hurried, but the general exodus made it possible for the assistants to begin setting the tables for the next 400.

Eighteen women are employed in this school. Eight work a six-hour day and 10 work four hours only.

Miss Larsson, director of the school lunch program, is in charge of food served in 33 schools in Malmo. This food is prepared in 12 kitchens.

Everyone looks healthy in Sweden. Perhaps the nutritious lunches they learn to eat in school are vital in building the good health of the people.



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ACCOUNTING SUPPLIES

When Do Personnel Files Become Public Records?

WALLACE R. MUELDER

Assistant Superintendent, Riverside County Schools Riverside, Calif.

SCHOOL records must be carefully evaluated to determine whether or not they are classified as public documents open to public inspection. A citizen usually has the legal right to inspect all "public writings" classified as public records, but the law must convey such a privilege. The fact that a document is on file in a public school office is not of itself grounds for reasoning that the document is a public record open to public inspection.

This article concerns the question of whether personnel files—health records, academic records, letters of recommendation, and so forth—are public or private records.

A placement agency for school personnel could be either a public or a private agency. As far as this article is concerned, it makes little or no difference which type it may be. This position is taken because it is assumed that the placement facilities will be used by a public agency. If such is not the case, the problem becomes one of an entirely different nature.

NO PUBLIC LIABILITY

Any litigation resulting from the use of information obtained from placement agencies will be involved when a determination is made as to what records are public in the legal sense. If the records are held to be public, the essence of the case is established and unless evidence can be shown of malpractice or unlawful or slanderous purpose, it would generally appear that no public liability exists. If the records are not held to be public, then officials using the records must answer for the propriety of such usage and may be held to answer for any improper utilization without the general protection of performance in line with statutory language, either expressed or implied.

The statutes generally provide that every citizen has a right to inspect and take a copy of any public writing except as otherwise provided by law. In the presence of a statute which classifies public writings as including "official documents," a citizen has the right to inspect and copy reports—including the census reports of school children—kept in the office of the board of education, though the object of such inspection is to sell books or further private enterprise. (19 Cal. App. 762, 127 Pac. 818.)

COURT DECISIONS

The decisions of the courts of last resort in this country are to the effect that where the statute expressly confers the right upon the citizen to inspect or to copy a public record and he seeks to exercise such right for no unlawful or scandalous purpose but in aid of a lawful, though private, business, the statutory right may not be denied him by a public officer having the custody of the public record. If the right is denied by the officer, it will be enforced by appropriate action of a court. To this effect may be cited the following authorities: Burton v. Tuite, 78 Mich. 363; Hanson v. Eichstaedt, 69 Wis. 538; and State v. McMillan, 49 Fla. 243.

It should be noted, however, that statutes must expressly confer the right to inspect certain records. A determination must be made as to what is a public record, and such a definition must be applied to a document so to classify it properly.

In a case in 1886, Colnon v. Orr, 71 Cal. 43, it was held that a written charge made to a board of supervisors, a board of directors or trustees of a college, or other state institution, upon being filed in the office of the custodian of their records, does not necessarily become a public record to which any citizen may have access at pleasure. A writ of mandate will not usually be issued to compel the custodian of a public record to allow it to be inspected by a citizen of the state unless the applicant has a beneficial interest in its examination.

OPEN TO IDLE CURIOSITY

It seems that every document referred or transmitted to a governing board or officer of a municipal agency need not thereby become a public record to which any citizen may have access at pleasure. To declare such to be the case would be to say that any communication aspersing the character of a public officer and filed with the custodian of records would thereby become a public record and be open to the idle curiosity of any and all persons.

Judge Foote, in Colnon v. Orr, had this to say about such a situation:

"In this way the most honorable of men might be attacked, and each individual of the whole public be permitted to inspect the document containing such attack without having the slightest beneficial interest in the matter, and actuated by no other motive than to repeat what might or might not be a slander all over a community.

"Such a paper in the absence of a positive statute making it a part of the





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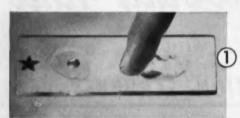
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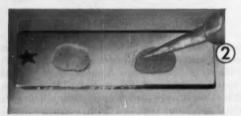
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public records, and as such to be examined by all persons whatsoever at their pleasure, within the office hours of the officer to whose charge it has been confided by a board of directors of a public institution, should not be declared a part of the public record."

Public writings are usually defined in the statutes as:

1. The written acts or records of the acts of sovereign authority, of official bodies and tribunals, and of public officers, legislative, judicial and executive, whether of a state of the United States, of a sister state, or of a foreign country.

2. Public records, kept in the state, of private writings.

In Corpus Juris Secundum,* a legal standard, a public record is defined as "one required by law to be kept, or necessarily to be kept in the discharge of a duty imposed by law, or directed by law to serve as a memorial and evidence of something written, said, or done, or a written memorial made by a public officer authorized to perform that function, or a writing filed in a public office."

FOUR CLASSES OF PUBLIC WRITINGS

Public writings can be divided into four classes:

- 1. Laws.
- 2. Judicial records.
- 3. Other official documents.
- Public records, kept in the state, or private writings.

Files of teachers and other school personnel and information on applicants for school positions could hardly be reasoned to be under the classification of laws or judicial records. They are not public records of private writings since that terminology refers to documents filed or recorded in public offices by virtue of recordation and similar laws. Hence they are not within the description of public records of private writings. By a process of elimination, the records, if classified as public records, must be either official documents or the written acts or records of acts of official bodies or officers.

It would certainly be reasonable to conclude without reservation that unofficial communications from administrators, board members, teachers and private individuals do not answer the description of official documents or records of acts. As to records of service, case histories, and similar records,

^{*}Corpus Juris Secundum, Vol. 76, Records Section No. 1, American Law Book Co., Brooklyn, N.Y. 1952.

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the classifying becomes considerably more difficult. It is acknowledged that these papers embody the results of activities performed pursuant to statutes. Nevertheless, the statutes command the performance of the activity and not the reduction to writing. The papers exist not because the statutes demand it but because they present the most feasible means of preserving the results of interviews, investigations and service performed. The documents are not themselves written acts or records of the acts of public officers but rather constitute the preliminary basis

for official action. For this reason, it is concluded that the papers containing records of service, investigations, health examinations, academic records, and case histories do not fall within the category of written acts or records of the acts of governing boards or public officers.

In the case of Runyon v. Board of Prison Terms and Paroles, 26 Cal. App. 2d 183, it was authoritatively held that communications and documents sent voluntarily to the board of prison terms and paroles in connection with the hearing and determination of parole applications were not public records. The court adverted to a consistent line of case authority holding that, for reasons of public policy, documents and records on file at penal institutions relating to the apprehension, prosecution and punishment of criminals are treated as confidential and therefore are not open to public inspection, notwithstanding that they are in the custody of a public officer or board. This line of reasoning relating to the welfare of the people-public policy-is sufficiently broad to include those in the teaching profession as well as others.

The considerations of public policy which denied publicity to the documents involved in the Runyon case are accentuated when consideration is given to the effect on society if publicity would be given to these papers. The case histories and clinical studies compiled at correctional institutions are part of the state's effort to rehabilitate prisoners, and unappropriate publicity would negate this responsibility to society. Therefore, the documents are protected.

STATE'S INTEREST

Likewise, the state's interest in the teaching of its children must be construed so as to afford the greatest possible aid to the retention of and acquisition of the best teachers available. To this end health examinations, personal recommendations, professional records, and academic achievement are essential. To regard these documents as available for public disclosure would grossly interfere with this principle. Public policy excludes any public interest in these individual personnel files. Therefore, the review of the statutes, general laws, and applicable court cases brings forth the conclusion that documents in school employe personnel files are not public records.

The fact that personnel files are nonpublic in character must be interpreted to mean that neither citizens nor public officers may inspect such files as a matter of right. It is difficult, if not impossible to say that the information is confidential in the sense that an official must keep it secret. Within the discretion of a public official, the contents of personnel files may be disclosed to public officials without the necessity of subpoena. The exercise of such discretion involves balancing the governmental interests of the public schools against the public purpose to be served by the disclosure.



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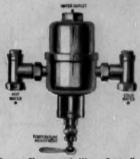


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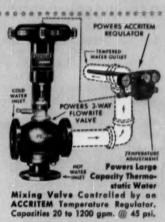
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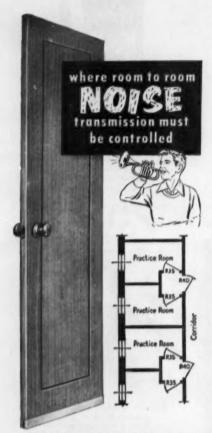








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Superintendents' Guide to Personnel Facts of Life

Book Review by ROBERT E. JENKINS

Superintendent of Schools, Ridgewood, N.J.

STAFF PERSONNEL IN THE PUBLIC SCHOOLS. By Willard S. Elsbree and E. Edmund Reutter Jr. New York: Prentice-Hall, Inc., 1954. \$4.65. Pp. 438.

ANY superintendent who doesn't know he has some personnel problems has stayed too close to his desk to find out the personnel facts of life. Yet the esprit de corps and general morale of any staff are dependent upon the way in which these sensitive problems are handled under the superintendent's leadership.

"Staff Personnel in the Public Schools" by Elsbree and Reutter gives superintendents and other administrative personnel a comprehensive handbook in this top priority area. Moreover, one may have confidence in the authors, who write with authority and conviction that come from many years of experience.

Virtually every conceivable problem affecting the morale of teachers is handled frankly and clearly. The refreshing approach to each major area gives the superintendent a quick look at all sides of the question, based upon the latest information and statistics plus the authors' point of view. "In the opinion of the authors" summarizes many interesting discussions of controversial personnel problems.

PRACTICES OF SELECTION

Selection of teachers can strengthen the staff or undermine morale and the very foundation of the school system. However, we are reminded that our existing practices for selecting teachers have not changed much since the early part of the century. Have we given enough thought to one of the most important responsibilities of the superintendent? The authors present many provocative suggestions for strengthening the selection procedures. It is suggested that careful study should be made of existing staff resources. A well balanced staff should represent various states and regions, a variety of colleges and universities, and a wholesome balance of interests, related skills

and hobbies, well distributed by age and sex. Schools affiliated with the Metropolitan School Study Council in the area around New York City and the Associated Public School Systems have been conducting comprehensive staff surveys which have proved to be invaluable.

STAFF PARTICIPATION

There can be no disagreement with the plea for more staff participation in personnel selection, although the use of an officially recognized selection committee as suggested by the authors may be questionable in some situations. In a system that has a number of openings in several elementary, junior and senior high schools, the screening of several hundred applications and final interviews by a committee might be too cumbersome and time consuming to produce effective results. However, regardless of the procedure, the superintendent and the principal must be in complete agreement and should have the assurance that several teachers in the school where the opening exists have been favorably impressed by the candidate. This informal participation can involve more people and is excellent for staff morale. It avoids hours of paper work by teachers and yet involves them in the all-important decision regarding the final selection.

The authors point out that written recommendations may be helpful or worthless. The superintendent has a responsibility to write statements that are honest and frank, the same kind of statement he would like to receive about a candidate. This would help to eliminate the deadwood in our profession.

The value of merit provisions in theory, as well as the deceptive attractions that have blocked the use of merit guides in actual practice, are clearly discussed in a valuable chapter on salaries. Cost of living provisions, equivalency credits, extra pay for extra work, and the characteristics of good salary guides for teachers, principals and administrators are included in a presentation of salary problems.



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By EDGAR FULLER

Funds for U.S.O.E.

▶ Between 3:45 p.m. and 5:26 p.m. one day recently, the House "debated" and passed by a voice vote the regular 1956 appropriation for the Department of Labor and the Department of Health, Education and Welfare. A tidy sum of \$2,337,000,000 was approved, of which \$1,400,000,000 was for public assistance and \$118,149,761 for the U.S. Office of Education.

The funds for the Office of Education included \$23,498,261 for vocational education and \$2,501,500 for colleges of argiculture and mechanic arts, both the same amounts as for fiscal 1955. There were items of \$65,-000,000 for maintenance and operation of schools in defense areas and \$24,000,000 for school construction in those areas. Funds carried over from 1955 will increase the construction funds to about \$94,000,000. There will be \$3,050,000 for salaries and expenses of the Office of Education and \$100,000 for the White House Conference on Education. The appropriation for salaries and expenses was \$50,000 more than the U.S. Office had requested and \$150,000 more than the appropriation for 1955.

Most of the "debate" on the floor of the House concerned health programs. The principal discussion about education centered on the idea that "something" ought to be done for retarded children, an interest developed by the appropriations subcommittee chairman following a speech he made last December to a group of parents of such children. The House, as a result, approved an extra \$500,000 for the National Institute of Neurological Diseases and Blindness and an extra \$250,000 for the National Mental Health Institute to start research programs concerning exceptional children.

The Office of Education was voted no extra funds, but was asked in the committee report to present "a real program" on the educational phases of the problem at the time of the hear-

ings on the budget request for 1957. Even this was more encouragement than the U.S. Office of Education has had in its work on the education of exceptional children for many years, in spite of the fact that the division concerned has for several decades been one of its most effective.

Monetary omissions

The House appropriations for education were more notable for omissions than for funds allowed. The 1953 legislative program of the U.S. Office of Education had included bills to authorize "cooperative research," to establish a National Advisory Committee on Education, and to provide for holding a White House Conference on Education following similar conferences in the states. These were passed in amended form last year. For the current year (1955) a total of \$2,025,000 was requested for these three activities by the H.E.W. department. Seven hundred thousand dollars was appropriated for state conferences, \$200,000 for the White House Conference, and \$25,000 for the National Advisory Committee on Education. Nothing was voted for "cooperative research" under P.L. 531, although a request for \$100,000 was made by the department.

For 1956, the \$100,000 for the White House Conference was the total appropriated by the House to implement all three of these 1953 laws. The House appropriations committee decided not to finance them further for reasons stated in its report as follows:

"The Office of Education always enjoyed a degree of autonomy within the Federal Security Agency, and when the Federal Security Agency was given departmental status as the Department of Health, Education and Welfare, the Congress was assured that it would not result in any change in the status of the Office of Education. . . .

"There seems to be an attempt now to depart from the policy of lodging

in the commissioner of education's office the federal responsibilities with regard to education. For the first time in an annual budget, the 1956 budget for the department includes requests, totaling \$520,000, for the White House Conference on Education, cooperative research in education, and a National Advisory Committee on Education. Each of these is a separate item from salaries and expenses of the Office of Education, and the National Advisory Committee on Education does not even fall under the over-all head 'Office of Education.' The commissioner of education is only an ex officio member, and a nonvoting member, on the National Advisory Committee on Education, or rather he will be if the committee is actually set up. At the time of the hearings no members had been appointed.

In the opinion of the committee this spreading of the activities and functions of the federal government in the field of education can only lead to a further deterioration of the standing of the Office of Education in this country. The committee feels very strongly that we ought to have an Office of Education that is effective, and one that the educational authorities all over the country would have pride in and would look to for leadership and for assistance in their problems. The committee has therefore allowed no funds for the items 'cooperative research in education' and 'National Advisory Committee on Education': has allowed \$100,000 to complete the work of the 'White House Conference on Education.' . . .

"The committee does not expect to approve any additional funds for this activity either for this fiscal year or for 1957." [Italics ours.]

All three of the 1953 laws were supported by educators generally, although many thought they were inadequate to meet the responsibilities of the federal government at present.

(Continued on Page 120)

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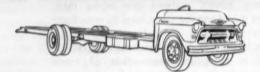


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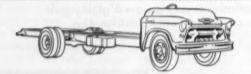
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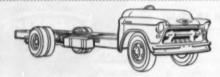
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Advisory committee

Not long ago there was debate throughout the profession concerning how the National Advisory Committee on Education should be constituted and what it should do. Opposing views were reconciled and some were incorporated into the law (P.L. 532). Then there were conferences at which it was agreed that the committee would limit its advisory functions to a few special projects in education. All this was thought to be good as far as it went, and there was even the suggestion that this committee might

eventually grow into an independent National Board of Education, if it succeeded with its limited projects.

In retrospect, the committee established by P.L. 532 looks less important. The reasons stated and implied by the House report may have substance, but I am inclined to believe that the authorized committee has not yet been appointed and has failed of financial support in the House because it was born of compromise and was considered either inadequate or undesirable by everyone concerned.

Its background is both interesting and instructive for the future. Edu-

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cational officials assisted in defeating the Hoover Commission Plan 1 of 1949 and Plan 27 of 1950, both of which would have included the U.S. Office of Education in a department of cabinet rank similar to the present H.E.W. department. State and local educators generally favored an independent agency for education in the federal government then as they do now. The advent of the Eisenhower Administration, however, changed the situation and indirectly gave birth to the National Advisory Committee on Education.

On Feb. 17, 1953, a committee of 11 educators, accompanied by two U.S. senators, Charles E. Potter (R.-Mich.) and the late Lester C. Hunt (D.-Wyo.), who had sponsored legislation for a National Board of Education, conferred with President Eisenhower in an effort to prevent the inclusion of the U.S. Office of Education in the proposed new Department of Health, Education and Welfare. (The educators were Chief State School Officers Mary M. Condon, Montana; J. W. Edgar, Texas; Finis E. Engleman, Connecticut; Dean M. Schweickhard, Minnesota; Roy E. Simpson, California; Lee M. Thurston, Michigan; Pearl A. Wanamaker, Washington, and Lewis A. Wilson, New York; N.E.A. Secretary William G. Carr; A.C.E. President Arthur S. Adams, and C.C.S.S.O. Executive Secretary Edgar Fuller.) The group was told that President Eisenhower had reached a personal agreement only the day before with the president of the American Medical Association that would remove A.M.A. opposition to the proposed department but that the educators could confer with the President's Committee on Government Organization, whose members were Nelson A. Rockefeller, chairman; Milton S. Eisenhower, and Arthur S. Flemming.



On Feb. 24, 1953, a lengthy conference was held with the President's committee and Oveta Culp Hobby. Representing the educational point of view were Chief State School Officers Edgar, Engleman, Thurston and Wanamaker and Secretary Fuller. Strong arguments for making the Office an independent agency were advanced, but to no avail. It was during this conference that the idea of a National Advisory Committee on Education emerged. After all, the American Medical Association had agreed to



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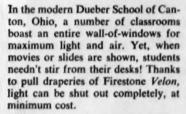
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support the establishment of the new department provided the health services could have a special assistant for health services on the Secretary's staff! So why not a compromise for education? It was perhaps the best that could be done at the time.

Responsibility for failure to establish the National Advisory Committee with the \$25,000 appropriated a year ago was freely admitted by Secretary Hobby in the hearings on the 1956 budget. Now, unless the Senate restores the funds and the House agrees, which is unlikely, there may never be a National Advisory Committee on Education.

Such educational groups as the N.E.A., A.A.S.A., C.C.S.S.O. and the National School Boards Association have been reaffirming their belief in an independent agency for education

in the federal government year after

year, and there is increasing sentiment that serious efforts ought to be made to establish such an agency.

Cooperative research

▶ This law was intended to authorize the U.S. Office of Education to make research contracts with universities, local schools, or state departments of education. Nearly all departments of the federal government operate in this manner, including Defense, Atomic Energy, National Science Foundation, and Public Health. It is difficult to understand why this authority should be denied to the Office of Education.

There has been much cooperative research in education for many years on the basis of professional cooperation between the state and local agencies and the Office of Education. This could probably be expanded to achieve many of the purposes of P.L. 531, provided there could be adequate appropriations for the Office of Education for the necessary salaries and expenses, especially travel funds.

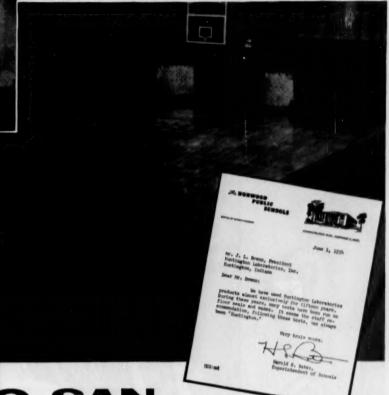
Commission backtracks

▶ The reversal of President Eisenhower's position on federal assistance for school construction in his special message of February 8 to Congress has caused the Commission on Intergovernmental Relations to shift its position on federal grants to education. Now it is reliably reported to have adopted some provisions of the bill that was introduced to implement the President's suggestions (S. 968) and to have suggested some alterna-

(Continued on Page 125)



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tives of its own. And well it might, because S. 968 is regarded by educators as impracticable and undesirable in major aspects. They believe it would not achieve the clear intentions of the President's message unless substantially amended.

The direction of the Kestnbaum Commission in its recent meetings has been so strongly toward reasonable treatment of education that the most negative of its earlier conclusions have been abandoned. Only the slimmest of voting margins now stands in the way of recommendation of educationally and fiscally sound principles and programs by the commission. These recent trends, of course, leave the report of its own study committee on education even more antiquated.

OUT OF STEP, AGAIN

Nevertheless, a slight majority of the members of the Kestnbaum Commission have refused to change their 1953 attitudes any more than the President's shift has appeared to make change necessary. The commission still wants to eliminate federal cash grants for school lunches, but only after a "reasonable" time has elapsed. It is out of step with Congress here; the House has just restored an Administration supported cut of \$15,000,000 and voted \$83,236,197 for 1956, the same as for the current year. The federal appropriation for "school milk" has been increased from \$50,000,000 in 1955 to \$75,000,000 for 1956 by the House committee. The Congress continues to vote more funds in this field than eyer before, in addition to the generous supply of surplus foods.

On vocational education, the commission is reported to be straddling recommending that only the part specifically necessary in the national interest should be retained. The commission is reported to be "going along" with the continuation of federal funds for construction and maintenance and operation of schools in defense areas.

School construction

The Barden committee has been having hearings on construction aid since March 2, and at the present rate may not have them completed for many more weeks.

During several days of testimony, Secretary Hobby and Commissioner Brownell repeated their reasons for supporting the Administration's legislation. Leading educational administrators and all major organizations of public educators are strongly opposed to major aspects of it.

Although both political parties are now pledged to federal assistance to the states for school construction, legislation is not easy to achieve. The reasons are that a minority in the Congress do not favor any federal assistance at all and that supporters of the legislation play into their hands by dividing among themselves on particular issues proposed in the numerous bills under consideration.

Thus a congressman may proclaim himself in favor of federal assistance and yet say he will not support any bill unless it has an "anti-segregation" amendment; another may say he favors the legislation but will not support it if it does contain such an amendment. The same situation exists in regard to minimum labor standards under the Davis-Bacon Act and to a lesser extent in regard to formulas for allocation of funds to the respective states. There also are wide differences of opinion among those who want to require special state school building authorities in the states and others who believe this requirement would delay and lessen the total amount of school construction by increasing the costs, requiring special state legislation and inviting constitutional litigation.

Schools on military bases

▶ The House committee on education and labor has approved by a 23 to 5 vote an amendment to P.L. 874, providing that schools operated on military bases shall not be discontinued when free public school facilities become available without the joint concurrence of the secretary of the military department concerned and the U.S. Commissioner of Education. The bill is aimed at preventing transfer of approximately 82 high school pupils from the Quantico Marine Base to the newly constructed Gar-Field High School in near-by Virginia.

Commissioner Brownell ordered the transfer under authority of P.L. 874 after a year of investigation and negotiation with the marines and the public school authorities of Virginia. H.E.W. department attorneys say the law is mandatory and that the commissioner must make the transfer under present law.

Feelings have been running high in the case, probably because the fundamental question is to what extent the military shall be permitted to operate its own schools on military bases.

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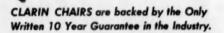
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FOLDING DIFFERENCE CHAIRS

NEWS IN REVIEW

Political Figures to Address N.E.A. Summer Convention

CHICAGO.—General speakers for the N.E.A. convention here July 3 to 8 will include Harold Stassen, special assistant to the President for disarmament, and Adlai Stevenson, the Democratic candidate for the presidency in 1952. Mr. Stevenson will be heard July 6, and Mr. Stassen July 8. An attendance of 15,000 is expected, including 5700 delegates to the representative assembly.

Segregation Repeal Bill Fails in Missouri Legislature

JEFFERSON CITY, Mo.—A proposal to repeal legislation which provides for segregated schools in Missouri was defeated recently in the state legislature by a small margin. The vote was 74 to 8 in favor of repealing the legislation, with 25 present and not voting. However, 79 votes are necessary to pass a bill in the Missouri House of Representatives.

In reality, an Associated Press report said, the segregation law is inactive since most of the Missouri school districts began last September to establish integrated schools in accordance with the Supreme Court decision regarding segregated schools.

Named Executive Secretary for C.P.E.A. "Diffusion" Project

CHICAGO.—A grant of \$50,000 for a nationwide effort "to diffuse" the findings of the C.P.E.A. has been received by the American Association of School Administrators from the W. K. Kellogg Foundation. The funds will finance a two-year effort "to pull together" significant aspects of the research and to disseminate this information.

Executive secretary for the new project will be Hollis A. Moore Jr., associate editor of The NATION'S SCHOOLS since 1952. Dr. Moore will join the A.A.S.A. staff in Washington, D.C., on June 1.

Of the eight C.P.E.A. regional programs, six will complete their official programs this summer, and two more will finish their five-year assignment in 1956.

Tentative plans for guidance of the project call for the appointment by the A.A.S.A. of a committee of 17 to succeed its present developmental committee. On the committee will be key officials of the A.A.S.A.; the direc-



Hollis A. Moore Jr.

tors of the eight regional centers, and an official representative each from the National Council of Chief State School Officers, the N.E.A. Department of County and Rural Area Superintendents, the National Conference of Professors of Educational Administration, and the National School Boards Association.

Prior to joining the editorial staff of The NATION'S SCHOOLS, Dr. Moore had been a research assistant for the C.P.E.A. regional center at the University of Texas. His earlier teaching experience had been ar Austin, Tex., where he was dean of boys at the senior high school and a teacher of social studies at Fulmore Junior High School.

Dr. Moore refers to the project as somewhat "an experiment in professionwide communication. The fact that it is being administered by the A.A.S.A. means that it is administrator-oriented. Superintendents are urged to let the committee and the staff know about those areas or problems on which they hope that some light can be shed by the findings of the C.P.E.A."

Los Angeles Teachers Place Two Candidates in "Runoff" School Board Election

Los Angeles.—A teacher supported campaign to change the membership of the Los Angeles Board of Education succeeded in placing two out of three candidates on the "runoff" ballot at the primary election April 5.

The "time-for-a-change" campaign was waged around allegations that the "antics" of the ultraconservative school board have made Los Angeles "the laughingstock of the nation."

The movement was financed principally by the 18,000 member Affiliated Teacher Organizations of Los Angeles, but was joined by key leaders of the parent-teacher associations, prominent clergymen, spokesmen for minority groups, and leaders of civic, fraternal and social welfare organizations.

"Reform" spokesmen charged the school board has "submitted" to demands of small, vociferous pressure groups in withdrawing "controversial" (UNESCO) teaching handbooks and materials, films (including the nationally used University of Oregon's "Human Beginnings") and library texts and magazines from school use.

Board opponents termed this "censorship" and declared:

"We want our teachers to be free to teach the facts as they know and see them."

The "insurgent" campaigners also charged the tax-conscious board with "false economy" policies which are "short-changing" Los Angeles' 485,000 children, listing the following five points:

1. Board refusal of a Ford Foundation grant of \$335,000 for two universities to train 90 teachers—"despite its claims of solicitude for the taxpayers' purse and a deplorable shortage of trained teachers."

2. Board "skimping" on health education and services—one nurse to 2075 pupils, and 217 handicapped children on school waiting lists. Opponents advocated a stepped-up health program with one nurse per 1200 pupils.

 Board opposition to enlarging junior colleges as urged by opponents and many educators, and reduction of taxes for junior colleges despite the need for expansion and increased services in these schools.

4. Board "dollar stinginess" which resulted in an undermanned security (Continued on Page 136)



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NEWS

White House Conference on Education Receives Assurance of Support From Church Groups

CINCINNATI.—Church groups are invited to participate in the White House Conference on Education. Neil H. McElroy, chairman of the conference, made it official recently when he addressed the division of Christian education, National Council of Churches, here.

In his appearance before delegates of 30 denominational boards of education representing a membership of 35,000,000, Mr. McElroy said, "The White House Conference on Education and the state conferences related to it belong to the people. Any concern you may have concerning the schools may be expressed through these conferences. And speaking personally, I think Christians ought to care what happens to the public schools."

In response, Richard Hoiland, associate executive secretary of the board of education and publication of the American Baptist Publication Society, Philadelphia, and chairman of the Commission on General Christian Education of the National Council of Churches, said: "Everything that happens to the public schools matters to us. Most of the denominations here represented have expressed a commitment to the public school as the preferred instrument for general education of their children at the elementary and secondary school levels. I am sure I speak for all of us when I say that we shall be glad to participate in the White House Conference on Educa-



Richard Hoiland (left) assures Neil H. McElroy of churchmen's interest in the White House Conference.

tion and the other conferences on education sponsored by it as fully as opportunity offers."

This exchange occurred in one of 300 meetings scheduled by the division of Christian education. The chairman of the division, Paul Calvin Payne of Philadelphia, top administrator of the board of Christian education of the Presbyterian Church in the U.S.A., said in a press conference:

"We are at the moment of decision in history when we must decide whether we will pay for schools or for war. The question to be asked today is no longer whether western society will survive, but will the human race survive."

Public education and the churches, he said, if given support by an aroused people, could equip man spiritually and intellectually to live with the atom. The nation's educators in church and state must face up to the challenge of developing men and women who can be "trusted to use the fantastic powers we now possess for some better purpose than the making of fantastic weapons" for use in war.



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Finance and Fanfare at Cleveland

(Continued From Page 62)

"But with federal funds put at the disposal of the states with no other accounting to the federal government than the counting of heads, the demand for efficiency of school administration will become extremely acute, as it should. School administrators should prepare now to render the accounting that will be expected of them. . . . To one of cynical turn of mind, present reporting is so inadequate as to cause suspicion of affirmative concealment.

"There is no adequate measurement of results currently achieved in the basic educational subjects. I know and you know that standard tests for the basic subjects are easily prepared and could be cheaply administered. The results should not be tests of the children, but tests of school systems, of school principals, of school teachers, and of teaching methods."

Mr. Ruml's next statement caused many raised eyebrows: "I know," he said, "that top school administrators are not friendly to the setting up of the machinery to give objective information as to what results are actually being produced by whom."

In lobby sessions after his speech, superintendents wondered how Mr. Ruml would measure the intangibles of good education, such as good guidance and training for citizenship.

Possibly anticipating this reaction, Mr. Ruml's speech suggested that it might be feasible for the public schools to set up current comparative cost figures on different elements of the public school budget. He asserted that "there is no knowledge of relative efficiency, no incentive to experimentation or to investment in cost reducing procedures or teaching aids."

Perhaps the Association of School Business Officials of the United States and Canada should invite Mr. Ruml to attend its convention in Chicago in October. He might be pleasantly surprised with their "know-how" of school business administration although, of course, he can find examples of incompetency, such as can also be found in the business world in which Mr. Ruml is an authority.

Mr. Ruml insists that the per capita plan of distributing financial aid to the states (with the states deciding to whom and for what purposes the money is to be distributed) would also settle the question of aid for schoolhouse construction. The states could allot this aid to building purposes, if this priority seemed desirable, through their state legislatures.

The speaker recognized that even this amount of federal aid leaves "the states and local communities with a heavy school burden, both now and in the years to come."

"Federal appropriations will provide a foundation, but the educational structure will continue to be in design and in substance largely the product of local interest and local support," Mr. Ruml said.

BULWARK OF FREEDOM

"Let's employ our powers of thinking to preserve free minds in a free society" was the vespers service plea of Bishop G. Bromley Oxnam, the religious leader who, many believe, should have received the Associated Exhibitors' award this year for outstanding service to education.

"If the educational system teaches youth how to think, it becomes a bulwark of freedom," he said.

The bishop warned boards of education that they "betray the free society" when they submit to the pressure of "propaganda bodies that would make of the schools nothing more than amplifiers for their dogmatism."

"This nation," he said, "is cursed by a rank growth of ignorant critics of public education, who make their living by alarming and misinforming the public.

"It is to the thoughtful free that we must turn for the preservation of freedom itself," concluded the Methodist clergyman from Washington, D.C. "It is for our schools to graduate millions of American youth, pledged to the moral law written into the nature of things and determined to use their minds to the end that freedom may be



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preserved, peace won, and justice established."

The point of view of the sociologist made an impact upon the convention through the voice of Neal Gross of Harvard University. Basing his observation on school administration studies which he directs, and especially upon interviews with 105 school superintendents in Massachusetts, Dr. Gross presented a realistic picture of what school boards and laymen expect of the superintendent.

DIVERSE AND COMPETING PUBLICS

At the outset, Dr. Gross advised school administrators that they need to know their communities in terms of "diverse and competing publics, not simply one big and general public."

This Harvard social scientist is not impressed with the traditional answers in textbooks for the question: "What does the public expect of the superintendent?" He concludes that books on educational administration "too frequently are quite silent or are somewhat unrealistic about this, or that what they do say is largely high sounding opinion rather than statements based on reliably gathered facts." In

fact, Dr. Gross thinks that "commonsense observations are inordinately common."

The interviews in Massachusetts confirmed Dr. Gross' conviction that "most superintendents try desperately to maintain their professional integrity. A minority, but one too large for comfort and too large for our children's sake, have been forced to abandon their professional integrity in view of what they call 'the harsh but nasty realities of the job.'"

The nature of these realities varies considerably in terms of the type of the community. "Our research findings indicate," he said, "that the larger the size of the school system, in general the greater the probability the superintendent will be caught in this web of incompatible expectations. If local political machines operate in the community, the greater the probability he will have to deal with them."

For other dilemmas, as for example, teachers' salaries or the budget, "the probability is great that he will have to cope with them regardless of differences in community characteristics."

"I submit," said the Harvard professor, "that in many communities a large chunk of the adult population doesn't give a hang about the school system and has no expectations whatsoever regarding the superintendent. Over 15 per cent of the Massachusetts superintendents estimated that more than 80 per cent of the adults in their community did not have a strong interest, positive or negative, in school problems. Over half of them estimated that 50 per cent or more of the adults had little or no concern for school problems.

"One of the major blocks reported by the Massachusetts superintendents to improving the educational system was the general apathy of the community. The real problem is not the small per cent who are the unfair critics of the public schools; the real problem is the disinterest of the majority in most communities."

Current practices in the grouping of children in the elementary school were challenged by Howard A. Lane, professor of education, New York University.

"How do we know," he asked, "that one year is the ideal age-spread in a group of school children? Might it not be three or four years, or a month?"

He questioned the implication that all children should behave alike and learn the same things. And he was skeptical about overemphasis on "levels of development and the isolated grouping of immature children."

By implication, his talk urged "more attention to areas of interest, growing edges of minds, and developmental tasks."

MEASURE OF SUCCESS

If involvement is a measure of success of the program, the Cleveland meeting would get a high rating, for 490 persons are listed in the program as participants. Many of these were interrogators for the discussion groups or panel members for the clinics.

There was the usual competition for the time and attention of the delegate, the A.A.S.A. official meetings vying with breakfasts, luncheons, teas, dinners, cocktail parties, reunions, and programs of allied organizations.

The 18 resolutions, voted on at each of the three regional meetings, were overwhelmingly approved in the final tabulation.

All in all, some 18,000 people attended the three regional meetings. "Hi" Willett, the new president, hopes to see all of them next year on the Boardwalk at Atlantic City.



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NEWS

Los Angeles Teachers Place Board Candidates

(Continued From Page 128) force to cope with thefts and growing vandalism.

5. Board "failure" to build enough schools to accommodate the 35,000 annual increase in enrollment with the result that nearly 40,000 pupils are "rationed" to half-day-session class attendance.

Incumbent press handouts — candidates made almost no public appearances — charged the opposition campaign (the first in which teacher groups had openly participated) was a "sinister plot" to "seize control" of the school board and to "slip highly questionable and controversial subjects into the curriculum for propaganda purposes."

They (backed by business groups and three of the four Los Angeles metropolitan papers) labeled the election a battle "to save the patriotic traditions that have been passed on in the classrooms of our schools," and termed the opponents "pro-UNESCO" and "one-world promoters."

But two "insurgent" candidates were successful in winning enough votes to face their foes again at the general election, May 31.

Mrs. Georgiana Hardy, 44, television book reviewer, will campaign against Donald B. Pugh, marine contractor backed by incumbent forces in the contest to win the office of Arthur Gardner, who did not seek reelection.

Emery S. Petty, 52, contractorbuilder, will be on the ballot against Incumbent Harry H. Hillman, long considered the board's "budget watchdog."

Incumbent Earl R. Carpenter, 73, defeated the opposition slate's favorite, Laurence B. Martin, 54, with an overwhelming primary vote. Incumbent Paul Burke, not opposed by a teacher group candidate, also was reelected.

Both sides predicted a red hot campaign during the seven weeks prior to the general election, with election oddsmakers wary of guessing whether the "teacher revolution" would land two members on the seven-member school board.

Dr. Larson Says Segregation Rider Would Kill Construction Bill

DENVER.—Federal aid for school construction is an issue that affects all aspects of America's educational pic-



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Vol. 55, No. 5, May 1955

NEWS

ture. This is the view of Jordan L. Larson, retiring president of the American Association of School Administrators and superintendent at Mount Vernon, N.Y.

In a special statement to The NA-TION'S SCHOOLS, Dr. Larson said:

"It is my sincere belief that most of the members of Congress realize the need for and importance of federal aid for school construction. Just how that aid is to be given and through what means is the real question. The important thing is that it will be both adequate and prompt.

"Further, the teacher salary problem is tied into this question indirectly. As federal money would become available for construction costs, more local funds could be released for salaries and other current expenses. The relief of the critical situation in school housing would result in better education from all aspects.

"Regarding the possibility of a socalled 'F.E.P.C.' rider to the school construction bill, it seems clear to me that any such rider would be attached for the main purpose of killing the bill and not to assist in race integration. Were this latter true, then it would be just as reasonable to attach similar riders to all federal bills granting aid to highways, hospitals, dams and the like. While we recognize both school construction and integration as major problems of our society today, there is little excuse for tying them together as conditions one to the other."

Schools Need to Provide for Growth in Maturity

CHICAGO.—"Schools and colleges are under increasing obligation to provide the possibility for growth in maturity," Lucille Allen, dean of women at Pennsylvania College for Women, Pittsburgh, told delegates to the annual meeting of the National Association of Deans of Women.

"No amount of mechanical expertness can supplant in people balance, proportion and wisdom," Miss Allen continued. A mature person, Miss Allen said, acts in a way that does not damage the dignity and personality of other persons, nor is he continually disappointed in his human relationships.

Deans of women, counselors and advisers in schools discussed various aspects of the maturity and immaturity of adults as well as students. Their opinion was that, although young people today must mature rapidly, not all immaturity is found among young

Speaking of the problems which teen-age girls face in relation to marriage, Hilda Threlkeld, dean of women at the University of Louisville, Louisville, Ky., said, "The confusion and uncertainty of the present have driven many young people to early marriage and parenthood. The median marriage age for women has dropped from 22 years in 1890 to 20.4 in 1950; that of men from 27 to 22 years."

New officers took office at the close of the convention. M. Eunice Hilton, dean of women, Syracuse University, became president, succeeding Dr. Allen. Kathryn Hopwood, associate dean of women, Ohio State University, Columbus, succeeds Margaret C. Wells, associate dean of students, Chico State College, Chico, Calif., as treasurer.

Next year the association will hold its convention in Cincinnati, March 21 to 24.





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NEWS

Clergyman, Educators Give Advice on Solving School Problems to A.S.C.D.

CHICAGO,-It should happen to more educational conferences. The annual A.S.C.D. national meetings get right to the heart of the educational task-how do people learn?

It was with this outlook that 2500 participants in the 10th annual conference of the Association for Supervision and Curriculum Development studied the theme for 1955, "Crucial Problems

of Today's Schools." At three general sessions and dozens of small group meetings, clinics and assemblies, school supervisors, directors of curriculum, classroom teachers, school administrators, and teachers from institutions of higher learning met here March 6

Prudence Bostwick, president of the association and supervisor in the pub-

lic schools. Denver, presided at the conference. At the closing session, she turned the gavel over to the incoming president, Gordon N. Mac-



Kenzie, professor of education, Teachers College, Columbia University.

Advice on solving America's current school problems came from a distinguished American clergyman, an elder statesman in the field of educational philosophy, and the president of a leading teacher education institution. It was G. Bromley Oxnam, Methodist bishop of the Washington, D.C., area, who started the conference off by asserting: "We have got to work with ideas, not just express them beautifully. An idea coming alive may win the minds of men."

Bishop Oxnam described fascism, Marxism and freedom as the three ideologies in the battle for the minds of men today. He warned that there's danger in mistaking communism for fascism in all its aspects. Recalling the problems of preserving intellectual freedom and maintaining an open mind, Bishop Oxnam warned that "creeping statism has infested many persons who believe they are in the democratic camp." These are the people, he said, who try to enforce their own narrow interpretation of what democracy is. They have been contaminated, said the bishop, by "the loathsome disease of totalitarianism."

V. T. Thayer, for many years head of the Ethical Culture Schools in New York City and now visiting professor of education at the University of Virginia, paid tribute to "that small group of highly qualified teachers who, despite the discouraging conditions of the present and little hope for tangible reward or popular acclaim, are resolved to remain at their posts." He advised teachers to help pupils acquire habits of mind which are indispensible for a free society. "A challenge for educa-tion," he said, "is to develop in young people the intellectual and moral discipline that comes from working on problems, the answers to which are either in dispute or are known only to the future, or both."

In the history of man's struggle forward, according to Dr. Thayer, diver-(Continued on Page 144)

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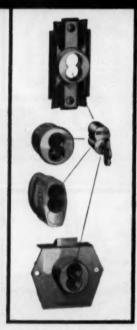
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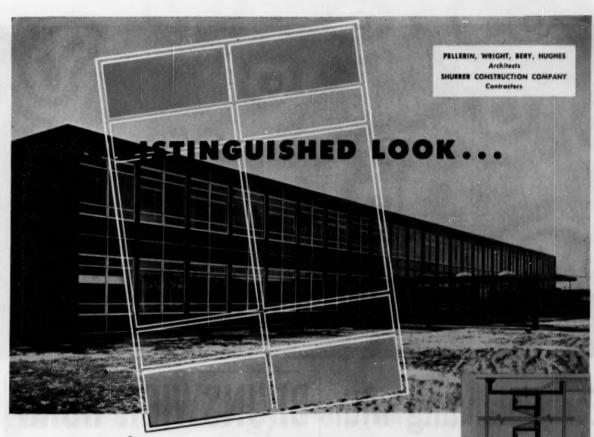


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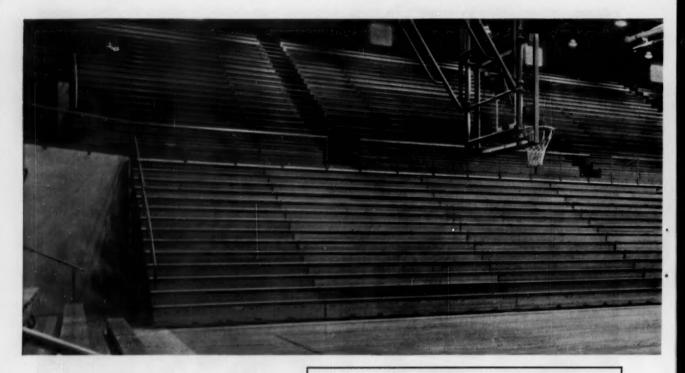
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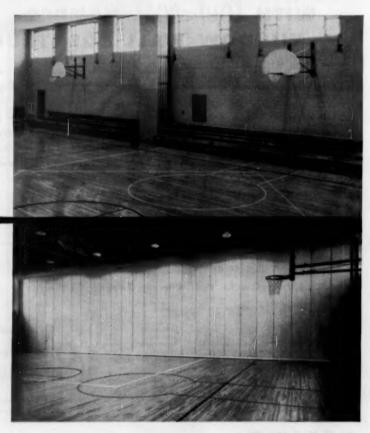
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NEWS

(Continued From Page 140) sity has never made for peace. But today it must. "New ways of thinking and feeling toward people are necessary," he said. Too often attitudes of today "lack not only the milk of human kindness but also a sensitiveness to novel factors in the environment that have created virtually new problems out of old and render it hazardous to reason as though the whole truth were embodied in the original assumption and not at all in the context of a changing situation."

It may take courage to embrace openly these days the term "progressive education," but that's just what Hollis L. Caswell did in the final speech of the conference. Dr. Caswell, president of Teachers College, Columbia University, characterized progressive education as that movement which, even if it didn't do anything else worth while, was justified in that it "challenged traditional practice, and provided a vision of a more humane, a more vital, and a more meaningful education. It afforded an educational frontier on which pioneers could find challenging new things to do. It promised children and youth guidance toward fuller, more significant, and purposeful lives."

Dr. Caswell described progressive education in these terms—a respect for the personality of the child and a belief that education must be an active, purposeful process. In addition, the school "should be concerned with the allaround development of pupils." The fourth element of progressive education, according to the Teachers College president, is "activity which has within itself the kind of purpose and satisfaction that will lead the pupil to engage in it."

After pointing out that research has shown the significance of these basic concepts as they have been carried out by skillful teachers, Dr. Caswell posed the question that school people have been asking themselves for years now: Why should "a movement with so much good in it . . . be so discredited?" Dr. Caswell suggested some answers. First, the movement has at times been identified with extreme and ill founded practices. With age, progressive education "has failed to observe one of its own tenets-the need for continuous revision of theory and practice in the light of new evidence." Of great significance also as a cause for the dis-

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NEWS

repute of the movement, according to Dr. Caswell, is the "general negative public attitude which has prevailed since World War II toward all things of a liberal and progressive nature."

While the question of what happened to progressive education may be an academic question now—although probably most educators wouldn't take this point of view—Dr. Caswell's final point is one that must be of concern to all educators. "If the progressive education movement has served its day of usefulness, what is to take its place as a frontier of education?" Education, if it is to stay alive, must have its growing edge. Said President Caswell, "Today there is no comparable frontier in education, no source to prod and question existing practice in the same way [as the progressive education movement did]. I say to you that we are the poorer for it. What will serve in the Fifties and Sixties the rôle that progressive education carried in the Twenties?"

Answering these crucial problems of the schools is a big order, but the A.S.C.D. conference tried to do it through the small study discussion groups that met for a total of eight hours over a period of three days. Conferees were discouraged from moving in and out of the groups and were asked to stay with the same topic throughout the conference. About one-third of the groups received special motivation from the trips that were provided on visiting day to schools in Chicago and neighboring suburbs.

The 1956 A.S.C.D. conference will be held in New York City, the scene of the 1949 meeting.—H.M. Jr.

Paul M. Cook Resigns as Secretary of Phi Delta Kappa

DENVER.—After almost 30 years as executive secretary of Phi Delta Kappa, Paul M. Cook has resigned. At a meeting of the board of directors here at the



Paul M. Cook

time of the western regional meeting of the American Association of School Administrators, he requested retirement status effective Sept. 30, 1956. Dr. Cook has been an important part of the history of the professional educational fraternity for many years. At the time of his retirement, he will have served a total of more than 30 years with the fraternity, 28 of these as executive secretary and 19 years also as editor of the Phi Delta Kappan. During these years the number of chapters has increased nearly threefold and the membership sixfold; more than 50,000 men have been inducted into member-

In 1956 the fraternity will celebrate its 50th anniversary. The biennial meeting of the national council of the fraternity will be held at Indiana University (the Alpha chapter), Dec. 27, 1955, through Jan. 1, 1956. At that time the new headquarters building which is now under construction will be dedicated. The home office of P.D.K. is expected to be moved from Homewood, Ill., to Bloomington in late 1955.

In submitting his resignation, Dr. Cook made this statement to the fraternity: "Established on a firm foundation; committed to the ideals of research, service and leadership, and de-



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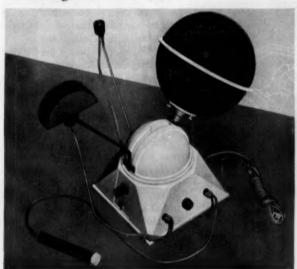
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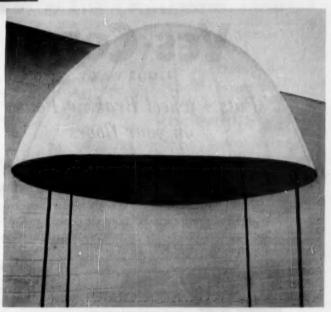
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Emery Stoops, president of the fraternity, has announced the appointment of a committee consisting of the members of the board of directors to begin the search for Dr. Cook's successor as executive secretary. M. L. Cushman, dean of education at the University of North Dakota, is chairman of that committee.

Chicago Needs Eight New Classrooms per Week

CHICAGO.—Eight new classrooms a week, according to Benjamin C. Willis, superintendent of schools here, would just keep the Chicago school system even with the increasing enrollment.

Supt. Willis further estimated that it would take as much as \$150 million to replace all the old and obsolete school buildings which have been in use since before 1900. The \$50 million bond issue approved by voters April 5 will fall far short of the amount needed for the building funds, Dr. Willis said.

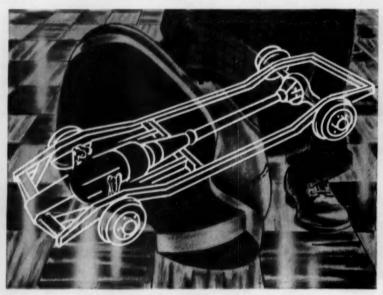
Middle Atlantic C.P.E.A. Plans Evaluation of Intern Program

NEW YORK.—A special year-long study will evaluate the intern training programs in educational administration which have been conducted by the Middle Atlantic Region of the Cooperative Program in Educational Administration. Director of the appraisal study is Clifford P. Hooker, who has been relieved of one-third of his teaching responsibilities at the University of Pittsburgh for one year.

The purpose of the study is to prepare a set of standards by which to evaluate the internship programs. These standards will be useful to other universities which are planning to establish a similar program of internship, Dr. Hooker explained.

"Regional and national meetings of coordinators of interns have served to disseminate knowledge of technics and practices that have proved to have merit. However, sharing of opinions and knowledges, desirable as this practice is, will not substitute for the rigorous appraisal to which the internship in educational administration must be subjected before it can attain its rightful stature along with other known technics of training school administrators. As yet, there is little objective evidence to indicate whether the internship is a truly significant experience and whether it measures up to the objectives that have been developed for it. Attention now should be turned to the continuing evaluation of the program."

The universities where the internship program has been in effect have organized an advisory council to aid the director in the evaluation of the programs. Participating universities have been: Duke University, New York University, Pennsylvania State University, Syracuse University, Teachers College, Columbia University, and the universities of Buffalo, Maryland and Pittsburgh.



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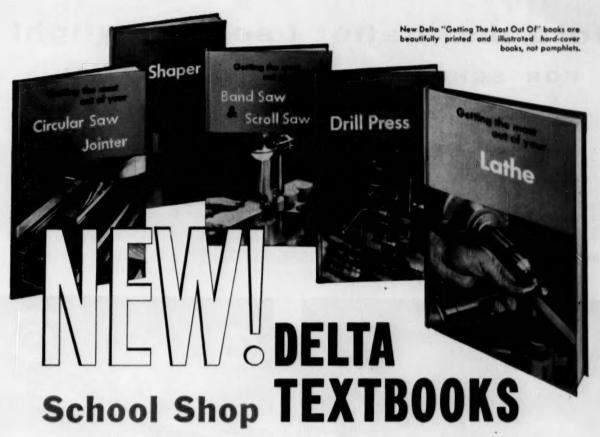
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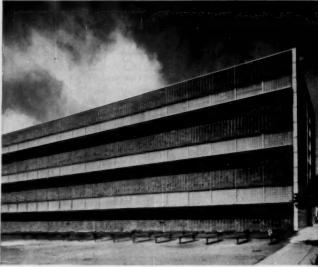
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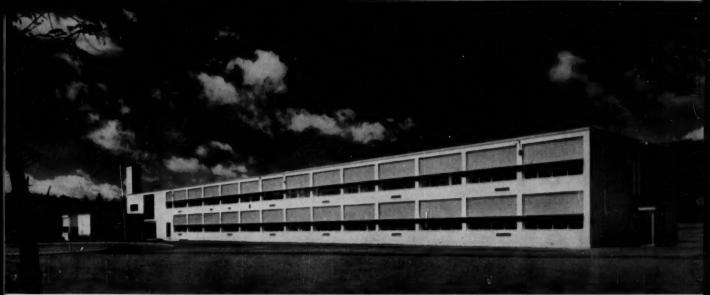
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GALIFORNIA, Berkeley. Burbank Junior High School. Jack Warnecke, Architect. Owens-Illinois modular Glass Block fit with Roman-size brick in stack bond to provide an unusual masonry treatment.

MASSACHUSETTS, Needham. Broad Meadows School. Hugh Stubbins, Architect. The interior of this gymnasium is well lighted because light-directing glass block direct light up and diffuse it over the entire room.





NEW YORK, Star Lake. Clifton-Fine Central School. Reisner, Urbahn, Brayton and Burrows, Architects. Note how the Owens-Illinois Glass Block panels and vision strip windows framed with masonry form a rhythmic beauty for this façade.



MICHIGAN, Kalamazoo. Western Michigan College. Ralph R. Calder, Architect. Owens-Illinois Glass Block set in aluminum frames which are flush with exterior wall add to attractiveness of modern, narrow brick piers.



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washington, Seattle. Lawton School Addition. Young and Richardson, Architects. Owens-Illinois Glass Block are laid up with regular masonry materials. They are inexpensive to maintain...hard to break.

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NEWS

New York Considers Schools on Lower Floors of Skyscrapers

NEW YORK.—Business and apartment buildings could become the new homes for schools in the Manhattan area where land values are extremely high, according to a plan being studied by Robert F. Wagner, mayor of New York, and the city board of estimate.

The schools would be housed in the lower three or four floors of such a skyscraper. Special plans would have to be developed with that purpose in mind.

As the plan has been proposed, the city would select and condemn the site for the business (or apartment) and school building. The site would then be sold at public auction to the highest bidder, who would erect the combination unit at his own expense.

The board explained that certain conditions would apply to the new buildings:

The school part of the building would have to be built as designed by the architects of the board of education. Separate entrances would be provided for the school unit, and the school facility would be leased to the city at a fair rental for a term of 50 years, with an option to renew the lease. Tenants would be relocated and the existing structures would be demolished at the expense of the builder.

At present there is no law forbidding this method of obtaining new school facilities, according to Percy Gale, director of the real estate bureau of the board of estimate. He conceded that special legislation would be needed if some legal obstacle to the building proposal were found.

Eleven ETV Stations Now Going; 10 Near Completion

WASHINGTON, D.C. — Educational television is due for a big increase in programs this year. Three new stations began operations in January, reports the National Citizens Committee for Educational Television. The new stations are located at Seattle, Mumford, Ala., and Chapel Hill, N.C.

There are now 11 educational stations in operation, the report continued. Funds have been obtained for the building and staffing of educational TV stations in 10 other communities.

The broadcast week of educational television stations now averages 24½ hours. Programs include live shows, kinescopes and films. Live shows of



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RCA Sound introduces new concepts of drama, music, current events of vital importance, into the classroom, Sound doubles their interest.



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RCA SOUND SYSTEM

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Installed without interruptions—Call in your RCA Sound Distributor, review your needs and get his low estimate on RCA equipment engineered for the job—equipment whose performance is backed by nearly 30 years of research by the world leader in sound, and thousands of school installations. Then note the quiet efficiency with which his technicians go about their work after school bours, with no disturbance to you or to classes.

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NEWS

various types claim more than 50 per cent of telecast time, the committee said. The majority of programs on these stations are devoted to adults. Children's programs, according to the committee, play on all the stations and account for about 19 per cent of the total video time. Of the time devoted to children's programs, 6.01 per cent is given to programs for in-school teaching; the remainder of the programs are for youngsters to view at home

With the increase in facilities and in broadcast time the committee estimated that, by the end of 1955, 36 million people will be living within range of one of the educational stations. This, the committee noted, is about equal to the enrolled school population of the United States.

Integration Need Not Create Crisis, Says Negro Educator

TUSKEGEE, ALA.-School integration problems should be met with the synthesized knowledge and skills of modern teaching technics, just as the educability of the Negro was established in the post-Civil War period through application of educational disciplines, stated Ambrose Caliver, assistant to the commissioner, U.S. Office of Education. Dr. Caliver spoke at the annual founder's day ceremonies at Tuskegee Institute.

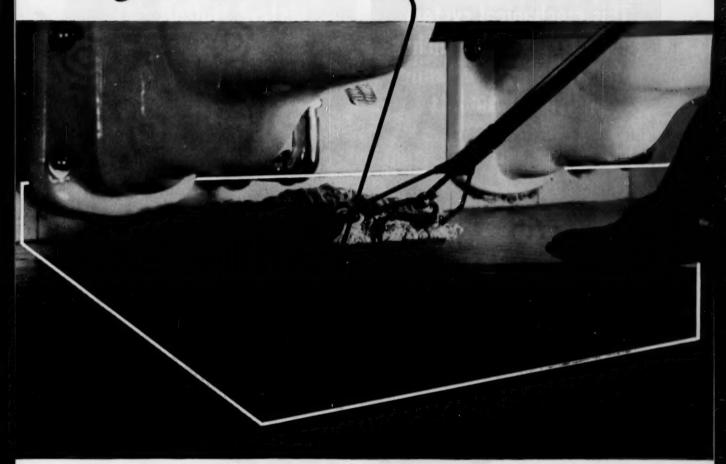
Integration of schools need not develop into a crisis situation, Dr. Caliver continued. "It will not unless through indifference and fear we permit the undemocratic and obstructionist forces to gain the ascendency."

P.T.A. Likely to Help With Polio Vaccine

CHICAGO.—The 39,000 local P.T.A. chapters throughout the country may be called upon to help with mass immunizations against polio with vaccine supplied by the National Foundation for Infantile Paralysis, announced Mrs. Newton P. Leonard, president of the National Congress of Parents and Teachers.

'Local communities, guided by their local health officials, are preparing to go into action at once, if the vaccine is licensed, so that they will be able to protect as many children as possible before the polio season begins," Mrs. Leonard said. "The P.T.A. is the ideal group for providing volunteers in a project of this kind."

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By combining the ZURN SYSTEM of behind-the-wall carrier equipment with American-Standard off-the-floor fixtures, your rest room floors become fixture-free forever. Cleaning maintenance is simplified and complete around-the-clock sanitation is assured! More and more, architects, contractors and building owners are specifying fixturebare floors to safeguard public health. As a result, all major, up-to-date buildings are now being equipped with this modern system.

You, too, can realize the benefits of fixture-free floors by writing for the two booklets on modern washroom planning. "You can Build it and Maintain it for Less a New Way," and "The American-Standard Better Rest Room Guide." Send your request today. 111-1

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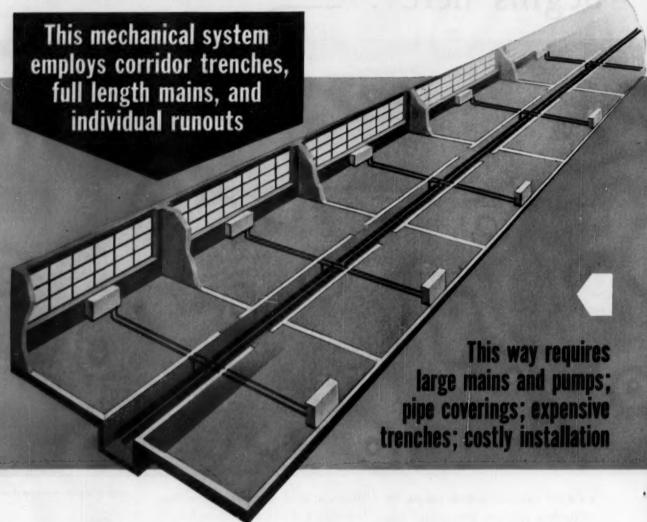
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Compare this conventional system with the



It will pay you to study the comparisons on these two pages to see how this latest Nesbitt development is particularly designed to meet to-day's thermal comfort needs and to give you more for the school-building dollar.

For forced hot water, Nesbitt Syncretizer heating and ventilating units with Wind-o-line radiation may be installed in series-loop circuits, in which the copper tubing of the Wind-o-line system serves as the only required supply and return piping for multiple-classroom groupings or for entire wings of the building.

This Latest Advance...

costs reduced Savings in equipment: Smaller pipes and pumps are required because the Nesbitt System is designed to provide the needed heating capacity with water quantities of from one-half to one-third those required in conventional systems. Saves on both first cost and operating cost. Savings in construction: Wind-o-line supplies Syncretizers, eliminating costly pipe trenches, mains, runouts, and pipe covering in much of the building. Other piping is simplified. Savings in installation: Mains and piping are smaller, shorter, simpler. Packaged piping within the Syncretizer unit ventilator materially reduces installation labor at the site.

Nesbitt Series Hot Water WIND-O-LINE SYSTEM

This Nesbitt System uses the Wind-o-line tubing as supply and return mains for a series of rooms

This way saves on construction, equipment,

on construction, equipment, and installation—and gives greater comfort and protection

REDUCES mechanical system costs...

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COMFORT INCREASED Variable water temperature control: Relating the available heat directly to outdoor temperatures improves individual room control by the Syncretizer. Improved cold surface protection: Because system water temperature increases as outside temperature falls, Wind-o-line protection against cold window downdraft and bodily heat loss is continuously related to actual needs.

Off-time temperature maintenance: Without other investment in equipment, this system maintains safe basic building temperatures during overnight, holiday and week-end shutdowns.

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NEWS

Elementary Principals Have Community Leadership Rôle, Says Dean Melby

CHICAGO.—In their first independent conference 2000 members of the Department of Elementary School Principals of the National Education Association met here March 16 to 19. Membership in the department has increased to 12,904 in the last year, it was reported.

School systems throughout the country must be decentralized, Ernest O.

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Same design and construction as No.

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two-year guarantee.

Melby, dean of the school of education, New York University, told the principals. This change is logical as well as imperative, he said. "In our large cities, for example, it is impossible for one central office to determine efficiently everything that must be done in each of the schools, which, as you know, vary widely. The operations of big city schools cannot and should not

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be dependent on an inflexible central administration."

Improved leadership among school principals is essential, Dr. Melby said. The school principal of today is obligated to practice a higher level of educational leadership than we have ever known in this nation. The ideal elementary principal Dr. Melby describes must be able to answer questions put to him by parents and community leaders, to handle hotly debated educational issues, and to present constructive information on these issues.

Vera M. Dean, editor of the Foreign Policy Association, stressed the importance of giving children enough intellectual nourishment to enrich their minds. "American parents," she said, "take excellent physical care of their children. They give them nourishing food, and vitamin pills for good measure. They encourage both boys and girls to engage in sports and to stretch their muscles. By doing all these things American parents hope to prepare their children for the strains and stresses of life in the atomic age."

The task of preparing children to take a responsible rôle in life calls for close and understanding cooperation between parents and teachers, she continued. To withhold knowledge from our children harms them just as much as if they were barred from going to the doctor or the grocery store.

Parents should help children to understand the necessity of improving race relations especially in regard to relations between Negroes and whites in this country, Miss Dean said. In the world of tomorrow, she continued, the white man will no longer have the dominant position that he enjoyed for centuries. Children should be prepared to work and play with children of other races on terms of equality.

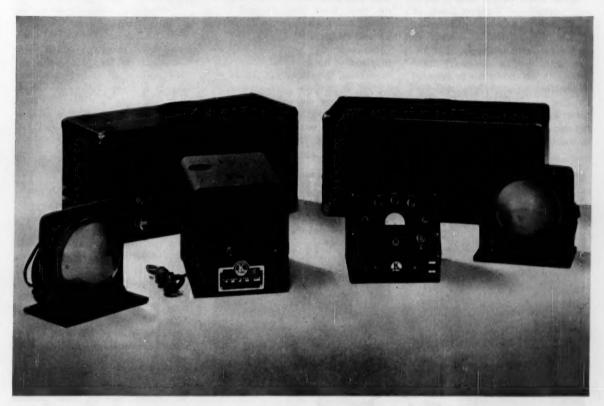
Children must understand that to attempt to push our system of doing things upon nations which are just emerging from a very primitive society cannot be successful, she said. We must show our children how the tools our own ancestors in Europe were using centuries ago are still being used in Asia, Africa and Latin America. We must share our technical knowledge with as yet underdeveloped people who might otherwise turn to communism. By giving children an historical perspective we can help them to become thoughtful people.

(Continued on Page 160)



World's Largest Padlock Manufacturers

BAD NEWS FOR VANDALS!



the first completely foolproof burglar alarm system ever made!

Here, from Kidde, is the newest, most effective kind of plant protection on the market today. It protects any given area *completely*—wall-to-wall, door-to-door, floor-to-ceiling. It's economical, easy to install, and is absolutely *foolproof!*

The Kidde Ultrasonic Burglar Alarm System pictured above consists of a transmitter, a receiver, an electronic "brain" and an alarm panel. Here's how it works:

The transmitter and receiver, each about the size of half a grapefruit, are placed inconspicuously within the area to be protected. These units are connected in turn to the electronic "brain." The alarm panel may be located in any guard office, local police station or Central Station Alarm Company.

When the system is turned on, the transmitter fills the entire area with "silent sound" — sound too high to be heard by the average human ear. This high-frequency sound is picked up by the receiver.

As long as there is no motion within the protected area, no signal reaches the alarm panel. But if an intruder enters the area, or if a door or window is opened, the electronic "brain" triggers the system immediately. Even if a thief conceals himself in the protected area before the system is turned on, his first move gives him away once you put the system into operation.

There is no way to beat the Kidde system. If power fails, or if a wire is cut...or if someone tries to sabotage any of the system components, tamper-proof devices instantly sound the alarm.

In addition to giving you the best protection you can buy, the Kidde system has the additional advantage of being portable. No expensive, permanent wiring is required, and the entire system can be shifted from one location to another with very little trouble. The system works on regular 110 volt, 60 cycle AC current, and can be plugged into any convenient outlet.

Maintenance, too, is simple. The system uses only four electronic tubes, can be serviced by any competent radio man or electrician.

The four basic units shown above can protect up to 7500 square feet. Specific applications may require a few additional components, however. Find out more about this economical, foolproof protection. Send today for Kidde's Ultrasonic Alarm System booklet.



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NEWS

(Continued From Page 158)

Books aren't the only tools of learning, pointed out Stephen Corey of Teachers College, Columbia University. A child picks up part of his education on the streets, or from comics, or TV. Because of this, an elementary school principal's job should not be bounded by the four walls of the schoolhouse, Dr. Corey said. Principals should become leaders in community planning for the education of youngsters both in and out of school. Education must

be a community enterprise because boys and girls are learning most of the time from their families and friends, and from church, press, radio, TV and comics.

No community has moved very far in planning for this total educational experience, Dr. Corey said. To be effective in this new rôle a principal needs to know more about the community than anyone else in it and should be well versed in such matters as the influence of comic books, the boy scouts, and Sunday schools on the voungsters.

Another good reason for having the principal cooperate with the community on educational problems, Dr. Corey continued, is "that the principal or the teachers are not then put in the awkward position of having to defend against occasionally vicious attacks what they alone have decided. Many members of the community are involved in these decisions, and they will stand behind them."

Robert W. Langerack, principal of Greenwood School at Des Moines, Iowa, will take over the presidency of the department June



R. W. Langerack

1. The president-elect is Mathilda A Gilles, principal of Richmond School, Salem, Ore. Robert N. Chenault, principal of Warner School, Nashville, Tenn., will be the new vice president. Members at large are Alta C. McDaniel, principal, Forrest City Elementary School, Forrest City, Ark.; R. Melvin James, supervising principal, grade schools, Portales, N.M., and W. George Hayward, principal, Eastern and Stockton Schools, East Orange, N.J.

At the conclusion of the meeting the principals formulated resolutions emphasizing the need for new school plants which have the facilities and equipment essential for a modern elementary school. Instructional materials should be of such quality as to make for efficient instruction, and criteria should be developed for their selection, one resolution urged

Class size, the department stated, should be limited to 25 pupils. It was suggested that the department make it a goal for the coming year to reduce classes to that size wherever possible.

Believing that an adequate number of personnel with professional training is necessary, the department urged that its members make sure that the facts about teacher shortage, the reasons for it, and its consequences are understood by the community. Principals should encourage their pupils to prepare for teaching.

An educational opportunity of an acceptable level should be offered to all children and the financial support

(Continued on Page 164)

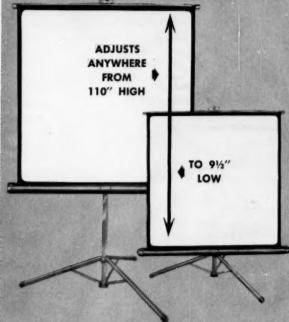


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For darkened rooms

New RADIANT "Educator" with full height adjustment

For classroom or auditorium... with or without platform or stage, the Radiant Educator can be quickly set up for perfect visibility. A touch of the toe and the extra sturdy tripod legs fly open. The 70" model adjusts from only 9½" from the floor to a height of 110"... and is easily adjustable to square sizes for slides, rectangular sizes for movies. Fully guaranteed for 10 years.

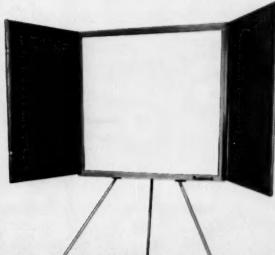
Brighter, More Brilliant Pictures, Tool

The "EDUCATOR" features Radiant's new, impreved "perma-White" Processed Vyna-Floct glass beaded fabric to guarantee the most perfect picture projection possible. And this Vyna-Floct is mildew-proof, flame-proof and washable.



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For lighted rooms

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Brilliant, clear pictures which can be seen throughout a full 90° viewing angle permits every student to see a sharp, clear picture from his own seat.

Ask for demonstration to determine whether Radiant "Classroom" can solve your lighted room problems.

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Built to supplement old, overcrowded quarters, the new Louisiana State University Medical School Building in New Orleans was completed in November, 1954. Architects: Andry & Feitel, New Orleans, La.; Smith & Padgett, Monroe, La.; August Perez & Associates, New Orleans, La. General Contractor: R. P. Farnsworth Co., Inc. Mechanical Contractor: Emile M. Babst Co., New Orleans, La.

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That's why, when they built the new Medical School Building at Louisiana State University (where they needed both school and hospital fixtures) Crane plumbing was the obvious choice.

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Crane fixtures are specifically designed to

Students' washrooms are equipped with Crane I-240-C Norwich lavatories in vitreous china, with Olympia Dial-ese supply.

stand up under the most severe service. Larger Crane plumbing fixtures are made of Duraclay glazed earthenware, an exclusive Crane development, that resists thermal shock without cracking or crazing. And Crane Dial-ese controls close with water pressure, rather than against it, virtually eliminating faucet maintenance.

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Crane 5H-255, Scrub-Up Sink is equipped with 8H-74A Dial-ese supply with wrist-action blade handles. All moving parts of Dial-ese supply faucets are contained in an easily replaceable cartridge. Sink is Duraclay vitreous glazed earthenware with 8 ½" high back.

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STAINLESS STEEL SINKS

There are over thirty-five stock sizes of ELKAY Lustertone sink tops in various models and over forty-five bowl sizes in stock for counter top installation. ELKAY can also meet your specific requirements in its custom built models. For the latest in classroom efficiency and serviceability, investigate the new "Sit-Down" sinks that allow the student to sit while working.

See Sweet's $\frac{23b}{Elk}$ or write for complete information.



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The World's Oldest and Largest Manufacturer of Stainless Steel Sinks . . . Since 1920

NEWS

(Continued From Page 160) of such an educational level is a responsibility of local, state and federal governments, the elementary principals stated.

Other resolutions endorsed the necessity for good school-community relations, for a properly qualified principal in every elementary school, and for opportunities for inservice training of principals.

Next year's meeting will be held in Denver, March 7 to 10.

J. E. Allen Succeeds L. A. Wilson as New York Commissioner

ALBANY, N.Y.—James E. Allen Jr. has been named by the New York Board of Regents as commissioner of education, succeeding Lewis A. Wilson, who is retiring.

Dr. Allen, present deputy commissioner of education, has supervised the department's legislative program. He joined the department of education in





James E. Allen Jr.

Lewis A Wilson

1947 after having served in administration research organizations at Syracuse University and the graduate school of education at Harvard University.

Dr. Wilson, whose retirement will take effect August 31, has been associated with the New York Department of Education in various capacities since 1912 and has headed the department since 1950. John P. Myers, chancellor of the board, paid high tribute to Dr. Wilson's service, noting "the tremendous progress in education made during his administration."

Community Schools Are Key to World Struggle: Paul Hanna

AUSTIN, TEX.—"We must so educate our youth and adults that they will face any blood, sweat and tears that may be necessary to survive as freedom-loving people," Paul Hanna of Stanford University told the opening session of a conference of elementary school principals and supervisors here.

The democratic-Soviet struggle will continue "until one or the other dominates the world." Children and youth

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provides maximum heat

Temtrim Finned Tube Radiation is ideally suited for installation in a variety of buildings, including schools, hospitals, factories, churches, and similar structures. It affords high heat output, is economical to install and to operate and takes up very little space along the wall.

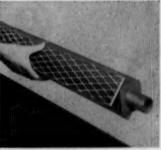
Temtrim Finned Tube Radiation, usually installed along the cold outer walls, is used with forced hot water or two-pipe steam systems. The steel fins, securely bonded to the heat-carrying tube, greatly increase the heat transfer surface, and make it one of the most efficient heating units yet developed.

Because of its adaptability to the heating requirements of a variety of buildings and its ease of installation, Temtrim Finned Tube Radiation is used for modernization as well as new work. Because Temtrim takes up so little space and supplies such an even heat flow, every foot of floor space can be put to productive use.

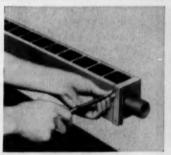
For more information, see your American-Standard Sales Office or write to Plumbing and Heating Division of American Radiator & Standard Sanitary Corporation, P. O. Box 1226, Pittsburgh 30, Pa.



Where appearance is not of primary importance. Temtrim Finned Tube Radiation can simply be installed without a cover. However, there are three attractive covers available . . .



The Expanded Metal Grille is installed by slipping it directly over the heating element. It has no sharp edges to catch clothing or cut fingers.



The Flat Top Cover is a one-piece unit featuring a solid front and louvered top with louvers slotted at 30-degree angle for better gir flow.



The Sloping Top Enclosure, of smart, modern design, discourages the use of the unit as a seat or shelf . . . provides an attractive installation.



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NEWS

should be equipped with a firmer faith in democratic ideals; they should have more knowledge about the other peoples of the world, Dr. Hanna said.

Schools have been the key to American progress and they can be the key to progress in other countries, Dr. Hanna stated. He spoke of the community schools being established in southeast Asia as helpful to democracy. Teachers in these schools are spreading knowledge of public health, agriculture, simple industrial methods, and

other practical subjects for adults as well as "book learning" for the youngsters.

Hutchins Defines Teachers' Rights to Political Views

PHILADELPHIA.—The dismissal of teachers because they refuse to answer questions about Communist affiliations was attacked by Robert M. Hutchins, associate director of the Ford Foundation. Speaking at the annual meeting of the American Academy of Political

and Social Science, he said, "The right question about a teacher is whether or not he is competent."

"We have become so busy being sophisticated anti-Communists detecting the shifts and devices of Communist infiltration that we have failed to observe that our educational responsibility is to have a good educational system." This responsibility, Dr. Hutchins maintained, cannot be discharged "by invading civil liberties, reducing the number of qualified teachers available, eliminating good text-books, and intimidating the teaching staff."

The only circumstance in which a teacher could be considered dangerous was if he tried to indoctrinate his students, Dr. Hutchins said. In that case he would also be incompetent. "The teachers who have lost their jobs in the campaign against subversives have not been charged with doing anything to the minds of the children." A standard based on competence, he said, would have saved us from "the excesses of the silly season."

North Carolina Strengthens Local Option Provisions

RALEIGH, N.C.—The state legislature of North Carolina has passed a bill which places the authority for class assignment in schools in the hands of local school boards. Legislators believe that this measure will allow integration to take place gradually throughout the state.

A United Press report states that the law will place "full and complete" authority to assign and enroll pupils in the public schools in the city and county school board. This authority formerly rested with the state board of education. The board is thus relieved of possible litigation on the segregation issue.

The bill contains no direct reference to segregation. It directs the local boards to "provide for the enrollment of pupils so as to provide for the orderly and efficient administration of such public schools, the effective instruction of the pupils therein enrolled, and the health, safety and general welfare of such pupils."

The law is "all that is necessary or feasible," said Gov. Luther H. Hodges. However, he said, a special session of the legislature will be called in case the Supreme Court hands down abrupt or extreme decrees on segregation.







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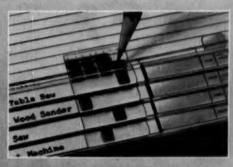
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NEWS

National Citizens Commission Extends Charter, Promotes Community Conferences With N.S.B.A.

NEW YORK.—The National Citizens Commission has voted to prolong its charter for a few months in order to help promote local conferences on education in communities throughout the nation, the commission announced. The N.C.C.P.S. had planned to end its activities in May but has now arranged to continue until Jan. 31, 1956.

Through town hall type meetings the commission plans to bring discussion of school problems to the individual communities. Such community meetings are part of the conference procedure leading to the White House Conference on Education to be held in November. Emphasis of the local conferences will be centered on the quality of instruction being offered in

schools. Conference topics will include: what the schools should accomplish; ways in which school systems can work most efficiently and economically; how to obtain a continuing public interest in education; school building needs, and how to obtain good teachers and keep them.

"Our goal is to reach the grass roots of the country," said Roy E. Larsen, chairman of the commission, who is assisting with the planning of the conferences. "We hope that 50,000 communities will examine their school programs this year and discover for themselves the problems that exist and the solutions that lie ahead." The N.C.C.P.S. will help publicize school needs by publishing a 12 page monthly tabloid news sheet entitled *Better Schools*.

Financial support for the local conferences comes from a grant of \$250,000 from the Fund for the Advancement of Education. Cecil H. Hartung, N.C.C.P.S. regional director for the midwestern states, is in charge of coordinating the commission's work on the community conferences.

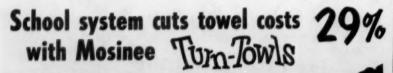
The National School Boards Association is joining with the commission in promoting the local school discussion sessions. A field staff is being organized by Maurice Stapley, director of projects for N.S.B.A., to assist commission members in organizing the conferences. Mr. Stapley is on leave from his position as assistant dean of the school of education, Indiana University.

When its work with the local conferences is finished, according to the present plan the National Citizens Commission for the Public Schools will be dissolved. A successor group has been made possible through an announced grant of \$500,000 from the Carnegie Corporation. The grant will cover a two and one-half year period.

Tentatively the new organization is to be called the National Citizens Council for Public Schools. It will be composed of interested laymen from a wide area of American life. The new group, it is hoped, will start operations some time during 1955 so that both groups would operate concurrently for a short time.

Toledo Conference to Study Guidance of Competent Students

TOLEDO, OHIO.—A conference to investigate ways to alleviate the short-





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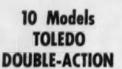
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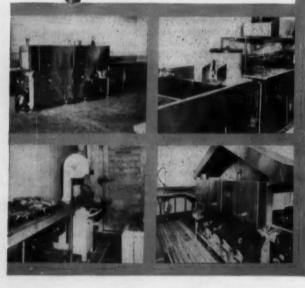
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NEWS

age of skilled manpower will be held at the University of Toledo here, April 27 and 28.

Ideas will be exchanged for the development of a plan for discovering more competent students early in their school life and giving them more effective guidance into the professions or highly skilled occupations, states George W. Ebeling, conference chairman. Educators realize that steps must be taken now to fill the tremendous needs already becoming apparent in the nation, he explained.

The conference will stress analysis of problems of the present and anticipated shortages of trained personnel, Mr. Ebeling said. Other conference topics will include development of means for strengthening the curriculum on both the high school and the post-high school level and a study of guidance facilities and personnel. Conference members will discuss ways to interest young people in the need for education beyond high school suitable to their abilities, aptitudes and interests, and financial resources.

Arthur Fleming, director of the U.S. Office of Defense Mobilization, will speak at the opening session. Benjamin Fine, education editor of the New York Times, will address the final meeting.

Trenton Budget Cut Means No Special Classes

TRENTON, N.J.—Because of a reduced school budget, special classes for physically handicapped and mentally retarded children here will be discontinued for the next year, the board of education announced. The 700 handicapped youngsters are to return to regular public school classes. The board of education also decided that evening classes for foreign-born adults would be discontinued and most of the funds for substitute teachers would also be cut from the school budget.

The city commission had demanded that the school board slash at least \$200,000 from its proposed \$5,161,101 budget. One of the commission members stated that the move reflected the desire of that body, which is standing for reelection this year, to avoid any increase in local taxes.

Failure to provide these classes may cost the city \$110,000 in state aid. This amount could be withheld under a state law adopted last year to assure the maintenance of the special classes.



NEWS

Wants More Emphasis on Mathematics

NEW YORK.—Poorly trained science teachers cannot be expected to turn out good potential scientists, said George Granger Brown, dean of the college of engineering, University of Michigan. Speaking to the National Association of Manufacturers, he expressed concern over the declining quality and quantity of high school science teachers.

Many freshmen, Dr. Brown said, arrive at college poorly prepared in

mathematics and English. The importance of mathematics as the "language of science" cannot be under-stressed, he stated. Students who do not have a solid grounding in this subject often drop out of science courses in college because they do not have the proper basic training.

Industry might offer scholarships to high school students who excel in mathematics and English, he said.

Summer session scholarships for science teachers, so that they can concentrate on specialties, were advocated by Robert Carleton, executive secretary of the National Science Teachers Association. About half of the nation's 65,000 science teachers have to "teach across the board" instead of specializing in their own fields, he said.

ABOUT PEOPLE

APPOINTED .

Allen H. Wetter, associate superintendent, Philadelphia, to superintendency there. A graduate of Temple University, Philadelphia, Mr. Wetter also re-



ceived his master's degree in education there. He began his career as a teacher in Kearney and Hunter elementary schools, then taught in Thomas and Stetson junior high schools, all in Philadelphia. Later he became superintendent of District 2 in Philadelphia and then assistant to the superintendent. As associate superintendent he was in charge of school-community relations, radio and television, and special administrative assignments. Mr. Wetter is a member of the Pennsylvania committee for planning the White House Conference.

A. Boyd Campbell, chairman of the education committee of the Chamber of Commerce of the United States, to presidency of the chamber, succeeding Clem D. Johnson.

Angelo Giaudrone, director of the New England region of the Cooperative Program in Educational Administration, Harvard University, to superintendency at Concord, Mass., July 1, succeeding Radcliffe Morrill, who will become superintendent at Pelham, N.Y.



Francis G. Cornell, professor of education and director of the bureau of educational research and service, University of Illinois, and former chief for re-

search and statistical service, U.S. Office of Education, on July 31 joins an educational consulting firm in New York.



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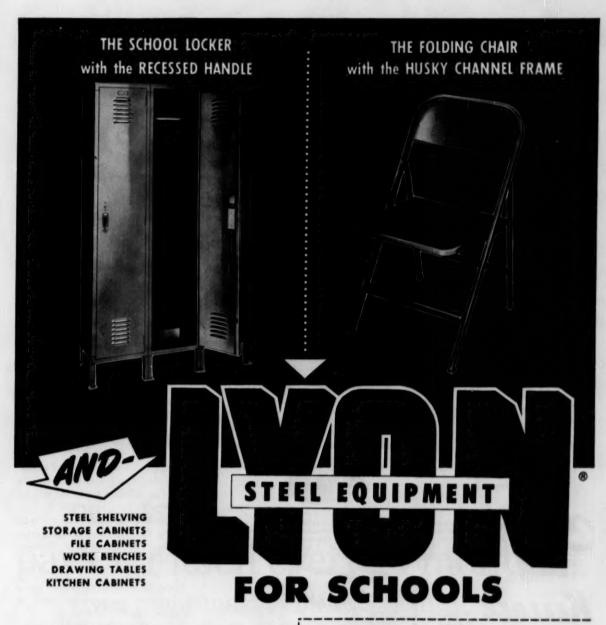
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NEWS

He has been an editorial consultant for The NATION'S SCHOOLS since 1953.

William H. Cornog, from "president" of the Philadelphia Central High School to superintendent-principal, New Trier Township High School, Winnetka, Ill. Mr. Cornog succeeds Matthew P. Gaffney, who retired last June.

Kent W. Leach to director of the bureau of school services, University of Michigan. Dr. Leach has been with the bureau since 1949 and since 1952 has been assistant director. He is also assistant professor in the school of education.

Carroll Vincent Newsom, associate commissioner for higher and professional education of the state of New York, to executive vice chancellor of New York University, July 15. He will succeed David Dodds Henry, who will become president of the University of Illinois.

Truman M.
Pierce, since 1950
director of the
Southern States
Cooperative Program in Educational Administration, George Peabody College for



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Teachers, to dean of the school of education, Alabama Polytechnic Institute, succeeding **Zebulon Judd**. He will begin his new duties September 1.

L. D. Clemons, coach in the high school at Wheaton, Mo., to superintendency there, succeeding O. B. Durham, superintendent for the last six years, who is retiring.

Harry R. McPhail, superintendent at Ames, Iowa, to superintendency at Freeport, Ill., August 5.

Frank Horn, high school principal at Glenwood, Iowa, to superintendency there, succeeding Morris C. Martin, now superintendent for Cerro Gordo County, Mason City, Iowa.

Jean E. Middleton, high school principal at Allen, Kan., to superintendency at Argonia, Kan., succeeding W. E. Hoggatt, who is retiring.

Merwin Deever, junior high school principal at Woodward, Okla., since 1950, to superintendency there, succeeding Wilson Riley.

Mrs. S. E. Porter, high school principal at Winside, Neb., to superintendency for Wayne County, Wayne, Neb.

Paul B. Salmon, superintendent at Bloomfield, Calif., to elementary school



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superintendency at Covina, Calif., succeeding Donald Drummond.

A. P. Levicki, principal of the high school, Saltville, Va., to superintendency at Norton, Va.

Harold G. Stewart, superintendent at Galesville, Wis., to superintendent of Shawano District No. 8, Shawano, Wis., succeeding N. P. Cupery, now superintendent of the new Nicolet school district near Whitefish Bay, Wis.

J. H. Horner, superintendent at Oxford, Neb., to administrative assistant,

Nebraska State Teachers College, Kearney, effective September 1.

L. W. Hillman, principal of the high school at Galax, Va., to superintendency there.

John R. Richards, vice chancellor of the Oregon State System of Higher Education, Eugene, to chancellor of the system. Dr. Richards will succeed Charles D. Byrne, who will retire July 1.

Leonard Morley, elementary school principal at Neillsville, Wis., to super-

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intendency for Clark County, Neills-ville.

Adolphe D. McAnear, elementary school principal, Rainier, Ore., to superintendency of the elementary schools there.

Herbert A. Settles, high school principal at Hoxie, Kan., to superintendency at Cimarron, Kan., succeeding W. H. Barnhill.

W. E. Gourley, superintendent at Shattuck, Okla., to superintendency at Waynoka, Okla., July 1, succeeding Charles S. Page.

Leo Kelly, superintendent at Holstein, Neb., to superintendency at Axtell, Neb., succeeding Lester Hunt.

Merald Carter, high school teacher at Jennings, Kan., to superintendency at Portis, Kan.

Armin L. Wegner, superintendent at Morton, Minn., for the last 12 years, to superintendency at Madison, Minn., succeeding W. C. Rabe, July 1.

Robert E. Williams Jr., deputy superintendent at San Pablo, Calif., to superintendency there, succeeding E. A. Palmer who will retire July 1.

Sherwood Dees, assistant superintend at Dixon, Ill., to superintendency there, succeeding Allen H. Lancaster, who resigned effective August 1 but will serve as consultant to the school system on administrative and financial problems for two years.

Richard Whitmore, superintendent at Louisville, Neb., to superintendency at Crete, Neb., succeeding Charles Velte, superintendent for the last 36 years, who is retiring July 1.

H. B. Kliewer, principal of the high school at Hillsboro, Kan., to superintendency there, succeeding Harold Regier.

Randall Tedlock, superintendent at Jamesport, Mo., to superintendency at Pattonsburg, Mo.

Luther Fjelstad, superintendent at Emmons, Minn., to superintendency at Wells, Minn., succeeding A. H. Granger, who is retiring July 1.

William R. Owens, high school teacher at Wymore, Neb., to superintendency there, succeeding Glen M. Corum.

Max Bickford, dean of El Dorado Junior College, El Dorado, Kan., to superintendency at El Dorado.

H. C. Ebmeier, superintendent at David City, Neb., to superintendency at South Sioux City, Neb., succeeding E. N. Swett, who will retire July 1.



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NEWS

Gilbert H. Grosenick, superintendent at Richland Center, Wis., to superintendency at Ashland, Wis.

R. L. Terry, superintendent at Memphis, Mo., for the last eight years, to superintendency at Montgomery City, Mo., July 1.

Raymond D. Nelson, high school principal at Lake Crystal, Minn., to superintendency there, succeeding J. C. Rutherford, now superintendent of Hermantown rural school district, Duluth, Minn.

William W. Personen, elementary school principal at Glasgow, Mont., to superintendency at Chinook, Mont., succeeding Walter L. Conway, who has resigned, effective July 1.

RESIGNED . . .

Louis Rames, superintendent at Delmont, S.D.

Harold Hutcheson, superintendent at Atkinson, Neb.

Allen W. Hansen, superintendent at Scotia, Neb., effective August 1.

J. D. Blackwell, president of Maryland State Teachers College, Salisbury, effective in July.

Raymond Walters, president of the University of Cincinnati, Cincinnati, effective in August.

Edgar L. Harden, dean of continuing education, Michigan State College.

Gerald V. Nelson, superintendent and coach at Canova, S.D., for the last three years.

Lloyd Viles, superintendent at Kingsdown, Kan.

A. V. Halsted, superintendent at Hemingford, Neb., effective July 1.

Edna Barnes, superintendent for Adair County, Greenfield, Iowa.

Jefferson H. Haney, superintendent at Hudson, Kan.

Charles A. McMillan, superintendent at Slater, Mo., for the last 17 years.

Mrs. H. E. Watson, superintendent of the high school at Mountain View, Ark.

C. A. Cryer, superintendent at Borger, Tex., for the last 13 years.

DIED

Paul L. Garrett, 61, president of Western Kentucky State College, Bowling Green.

Helen Caldwell Davis, professor of elementary education at Colorado State College of Education, Greeley.

Carl P. Borge, 58, superintendent for Sawyer County, Hayward, Wis.

Kathleen Mitchell, former county supervisor for Fulton County, Atlanta, Ga

Hugh R. Hick, former superintendent at Cambridge, Ohio.

James G. Robinson, former superintendent for Fayette County, Uniontown, Pa.

H. L. Callahan, former superintendent for Monroe County, Madisonville, Tenn.

T. J. Langton, superintendent for Tillamook County, Tillamook, Ore.

Roben J. Maaske, 51, president of Oregon College of Education, Monmouth.

Dodd B. Craft, supervising principal at South Huntington, N.Y., since 1937.

William Howard Batson, professor of education at the University of South Dakota, Vermillion, since 1919.

Roger Casier, 44, superintendent of Gallatin school district, Downey, Calif. Everett Fuller, 52, superintendent at

Red Oak, Iowa. Karl A. Reiche, 70, superintendent at Bristol, Conn., for the last 40 years.

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PLOOR MACHINE—For every type floor work...scrub-bing, waxing, polishing, troveling, grinding, dry cleaning. Same balanced construction and features as Scrubbing Machine. Quickly converted to scrubbing machine by attaching solution tank and control lever. Five models: 12, 14, 16, 19, 22.



EXPLOSION-PROOF FLOOR MACHINE—For mechanical floor maintenance in hazardous areas without danger of fire or explosion. Can be used near and in combustible material with absolute safety. All electrical components are approved by U/L. Brush satch and 40 ft. Neopreus-covered 3-conductor cord.

LITE-12 FLOOR MACHINE—Scrubs, waxes, polishes, steel wools all types of floors. Low, balanced construction, efficient, rugged. Finger-tip lever-operated momentary contact type switch. Direct ball bearing greaseless gear drive. ½ hp AC motor, 30 cord. Brush diameter 12". Weighs only 38 lbs. with brush. Easy on-off attachments, U/L approved.



industrial vacuum cleaners—MCV-214 and MCV-220, 10 and 16-gal, capacities. Wet or dry pickup, Heavy-duty, portable, quiet, safe, versatile. 1 hp Universal motor, independent cooling system, electronic shutoff prevents flooding. 3-stage turbine, water lift minimum 44'. 30' 3-conductor cable, 2 hp switch, 10' 1½' easy-flex white hose, molded rubber ends. 54'' wand. Standard attachments for floors and upholstery, Also available in extra quiet hospital models.



D-100 VACUUM CLEANIR—Wet or dry pickup, powerful, portable. Weighs only 29 lbs. Maximum 66° water lift, Long-life precision ball bearings. ½ hp Universal motor, Suction created by 2-stage turbine. Overflow asfety fuse. Tank capacity 3½ gals. wet or ½ bushel dry material. Full line of attach-

F-300 VAC-BLOWER—All-purpose industrial vacuum cleaper and a powerful blower, 16 lb. detachable power head and dust bag for portable blowing or vacuuming, 10-gal, steel tank, 1 hp. AC-DC motor, 43° maximum water lift. Complete unit weighs only 50 lbs. Easily portable, wet or dry pickup. Attachments for every cleaning job.





ADD-A-TANK — Adapts industrial vacuum cleaner for heavy volume pickup. Fits any 30-gal, or smaller ash-can. For cleaning boiler flues, fire boxes, chimneys, milling machinery, grain elevator pits, all hazardous

8-200 VACUUM CLEANER—Medium priced all-purpose industrial vacuum cleaner. 34 hp. AC-DC 115 V motor with long-life precision ball bearings. Buction created by 2-stage turbine. 45" maximum water lift. Tank capacity 10 gasls. wet, 1½ bushels dry. Highly port-able. Weighs 48 lbs. Attachments for every cleaning.



HOW TO SELECT THE MACHINE TO FIT YOUR FLOOR AREA

For economy and efficiency, here is a guide to selecting the proper size floor machine with respect to area.

MC-12 Brush Ares is 113 sq. in

MC-14 Brush Area is 154

MC-16 is 201 sq. in.

is 283

MC-19

MC-22 is 380

MULTI-CLEAN TESTED AND PROVED FLOOR FINISHES

WATERPROOF WAX — Provides lasting beauty, longer wear for all types of floors. Excellent anti-slip qualities. U/L approved. Carnauba base, self-polishing, water emulsion wax. Resists scuffing, won't crack, chip, flake, waterapto or discolor. Also available with special anti-slip formula.

with special anti-slip formula.
LIGUID SPIRIT WAX—For sealed surfaces. Cleans and waxes in one operation. Combination of veget-able and mineral waxes reinforced with special reeins. Produces hard, flexible, easily cleaned surfaces. Adds life and lustre to all floors except asphalt and rubber. Choice of maroon, tile red, brown, green, gray, natural and colorless.

gray, natural and colorless.

SUPER SAFETY CLEAMER — With
HCP (high cleaning power). Lifts
stubborn dirt and grime off foor
quickly, holds it in suspension for
easy removal. Has coconut oil
bass. Safe for all floors. Cleans perfectly in hardest water. Contains
minimum soap solids of 26 %. Goes
twice as far as ordinary cleaners.
Can be mixed to remove wax.

wax remover—Safe for all floors. Cleans floor and removes wax buildups. Odorless, non-toxic, non-inflammable. Easy, quick, inexpensive to use. Contains powerful emulaifying agent that works in 10 to 15 minutes.

BLUE BLAZES CLEANER — Concentrated synthetic cleaner for all floors. Cleans completely in hard or soft, hot or cold water. Cleans quickly, efficiently with a minimum of scrubbing.



RIMOVOIL — A Solvent Cleaner and Degreeser. Makes oil-soaked floors look like new. Non-explosive, non-toxic. Removes rubber burns from gym floors. Degreeses all kinds of metal and alloys. Protects against rust and corrosion. Easy to use, highly concentrated.

SEAL AND VARNISH STRIPPER—Removes finish from wood, concrete or terrazzo. Easy to apply, requires no after-wash. Non-inflammable. Lifes old finish in 30 minutes. Won't raise grain is wood or harm basic floor materials.

CONCRETE HARDENER AND FICHER
—Cleans, etches, hardens, dust-proofs. Assures even etching on all concrete surfaces to be sealed. Gives longer life, extra strength to floors.

to noors.

NEO-DRY CONCRETE SEALER—(Rubber Base). Beautifully colors concrete floor surfaces. Fast-drying, easy to apply, prevents dusting and chipping. Highly resistant to alkali and other corrosive agents. Colors: Tile red, brown, gray, light gray, green, white, black, natural.

CONCRETE PRESERVER— (Bakelite Base). Provides tough, annitary, colorful finish and longer life to new or old concrete. Prevents dusting. High resistance to abra-sion, water, grease, oils, alkali and soap. Especially recommended where petroleum spillage occurs. Colors: marcon, tile red, brown, green, gray, light gray, natural.

ASPHALY TILE PRESERVER—Penetrates and seals in one application. Preserves beauty of new tile, revives color and finish on old, faded floors. Resists grease, water, acaps, alkalies. Ready for traffic in 20 minutes. Anti-alip material U/L approved.

FLOR-TREAT—Protects and seals all types of floors. Dries to a tough, good-looking finish in less than an hour. Recommended for light. colored or white asphalt tile. Will not yellow the floor.

TERRAZZO SEALER — One-coat application brings out natural beauty and vivid terrazzo colors. Long-

lasting. Seals the pores, prevent chipping and corrosion. Resista water, acids, alkalies, soaps, grease and solvents. Anti-slip U/L tested and approved.

FLOOR DRESSING — with active germiciae. Cleans, polishes, dis-infects all types of floors. May be used on all wood, terrasso and concrete floors, on waxed or treat-ed linoleum, asphalt or rubber tile.

edinoseum, asphait or rubber tile.

PENETRATING SEALER—Polymer192d for greater penetration and
t.orough sub-surface sealing of
all wood floors. Protects against
wear, mointure, dirt. Stands up in
heavy traffic. Lowers floor maintenance cests. Approved by U/L
and Maple Flooring Manufacturers Association.

GYM FINISH — Provides hard, durable, easily cleaned high gloss surface, impervious to rubber burns. Assures fast, non-slippery footing. Meets specifications of Maple Flooring Mfrs. Ass'n and approved by U/L.

□ Wood, □ Terrazzo, □	Concrete, Asphalt tile, or	****
Name		

MULTI-CLEAN PRODUCTS, Inc.

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Administration in Profile for School Executives. By Harlan L. Hagman, professor of education and dean of the college of education, and Alfred Schwartz, associate professor of education, Drake University, Des Moines, Iowa. Planned as a text for graduate classes in school administration. Covers aspects of administration in several occupational fields, particularly school ad-

ministration, and touches upon the differences between school administration and other fields of administration, such as business, industry, public administration, sociology, social psychology, and psychology. The theory of school administration is broken down into leadership, organization, authority, group interaction, communication, coordination and evaluation. Each chapter is introduced by questions for discus-

sion and a list of related readings closes each chapter. Harper & Brothers, 49 East 33d St., New York 16. Pp. 315. \$3.50.

The Status of the Student Council in the Secondary Schools of Texas in 1954. By Roland Bing. Research Study No. 16, Texas Study of Secondary Education. Distributed by the secretary, Texas Study of Secondary Education, 217 Sutton Hall, University of Texas, Austin. Pp. 40.

Forty-First Annual Schoolmen's Week Proceedings. University of Pennsylvania Bulletin, 1954, University of Pennsylvania, Philadelphia. Pp. 152. \$1.

Financing Education in New York State. First report of the commission on educational finances, New York State. Albany. Pp. 24.

AUDIO-VISUAL INSTRUCTION

Pedagogical Concepts for the Use of Certain Audio Aids in Language Teaching. By L. E. Dostert of the Institute of Languages and Linguistics, Georgetown University. Educational Laboratories, Inc., 1823 Jefferson Place, N.W., Washington, D.C. Pp. 6.

CURRICULUM

Physical Education for High School Students. Prepared by the American Association for Health, Physical Education, and Recreation. A book of sports, athletics and recreational activities for teen-age boys and girls which has been designed as a text to be used in high school physical education classes. Simple, informal text, illustrated by many drawings and diagrams, explains individual and team games. Emphasis is placed on courtesy and safety measures in the games as well as development of playing skill. American Association for Health, Physical Education, and Recreation, 1201 16th St., N.W., Washington 6, D.C. Pp. 416. \$3.

Illustrated Games and Rhythms for Children, Primary Grades. By Frank H. Geri, director of playgrounds, Bellingham, Wash. Describes games and dramatized stories for children in the lower grades to play. Most of the games can be played in groups. Songs and music or a dialogue often accompany these games. Directions for each game begin with information about playfield, equipment, number of play-





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ers, and formation required. Then the rules of the game are explained. Many diagrams and illustrations accompany the directions. Prentice Hall, Inc., 70 Fifth Ave., New York 11. Pp. 196. \$2.95.

A Foundation for Art Education. By Manuel Barkan, professor and head of art education, school of fine and applied arts, Ohio State University. The Ronald Press Company, 15 East 26th St., New York 10. Pp. 235. \$4. The Work of the Curriculum Coordinator in Selected New Jersey Schools. A report to the New Jersey Curriculum Coordinators. Distributed by the Bureau of Publications, Teachers College, Columbia University. Pp. 50. \$1.

Trade Analysis and Course Organization for Shop Teachers. By Elroy Wm. Bollinger and Gilbert G. Weaver, both of the New York State Department of Education. Pitman Publishing Corporation, New York. Pp. 136.

School Library Standards. By Nora E. Beust, specialist in school and children's libraries for the U.S. Office of Education. Bulletin 1954, No. 15. U.S. Government Printing Office, Washington 25, D.C. Pp. 43. 20 cents,

INTERGROUP RELATIONS

Denominational Statements With Reference to a Racially Inclusive Fellowship, Interracial Publication No. 83, and Statements Adopted by Religious Groups re Segregation in the Public Schools, Interracial Publication No. 84. Compiled and published by the department of racial and cultural relations of the National Council of the Churches of Christ in the U.S.A., 297 Fourth Ave., New York 10. Pp. 30. 30 cents.

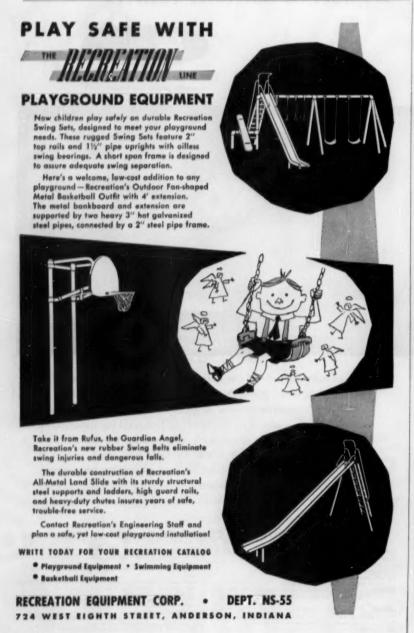
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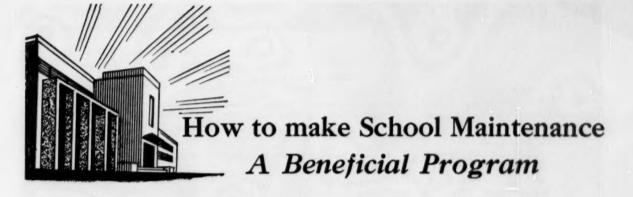
Organization and Administration of Guidance Services. By Edward C. Roeber, associate professor of education, University of Michigan; Glenn E. Smith, director of guidance services, state department of public instruction, Michigan, and Clifford E. Erickson, dean of the school of education, Michigan State College. Useful as a guide for establishing a guidance service or for evaluating present guidance services. The training and selection of guidance personnel are outlined. Chapters on organization outline methods of establishing a counseling service, the materials that will be needed, and the use that may be made of it by the student. Records and tests are described. Extensive annotated reading lists from periodicals are placed at the end of each chapter. McGraw-Hill Book Company, Inc., 330 West 42d St., New York 36. Pp. 294. \$4.75.

Becoming Men and Women. By Bernice L. Neugarten, assistant professor, committee on human development, University of Chicago. Science Research Associates, Inc., 57 West Grand Ave., Chicago 10. Pp. 48.

Improve Your Learning Ability. By Harry N. Rivlin, professor of education, Queens College, New York. Science Research Associates, Inc., 57 West Grand Ave., Chicago 10. Pp. 47. 50 cents.

1954 Fall Testing Program in Independent Schools and Supplementary Studies. Educational Records Bulletin No. 65. Educational Records Bureau,





rather than an expensive chore

When asked the definition of school maintenance, an administrator once said, "Well, it's nothing more than keeping the building and equipment clean . . . and, of course, making the necessary repairs or replacements." But he has changed his opinion.

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21 Audubon Ave., New York 23. Pp. 84.

Careers Ahead: There's a Career Ahead for You in Agriculture. Prepared by the National Project in Agricultural Communications. Distributed by the dean of agriculture of landgrant colleges in each state. Pp. 32.

Behavior and Misbehavior. A teacher's guide to action. By James L. Hymes Jr., professor of elementary education, George Peabody College for

Teachers. Prentice-Hall, Inc., 70 Fifth Ave., New York. Pp. 140. \$3.

A Child Development Point of View. By James L. Hymes Jr., professor of elementary education, George Peabody College for Teachers. Prentice-Hall, Inc., 70 Fifth Ave., New York. Pp. 145.

Marilyn Wants to Know: After High School What? Prepared by the women's bureau, United States Department of Labor, Leaflet 8, 1954. U.S. Government Printing Office, Washington 25, D.C. Pp. 13. 10 cents.

RESEARCH

Summaries of Studies in Agricultural Education. An annotated bibliography of studies in agricultural education with classified subject index. Vocational division bulletin, No. 256, agricultural series, No. 66, U.S. Office of Education. U.S. Government Printing Office, Washington 25, D.C. Pp. 108. 35 cents.

SCHOOL LUNCH

More and Better Foods From Today's Pay Check. Prepared by the U.S. Department of Agriculture, Agriculture Information Bulletin No. 138. U.S. Government Printing Office, Washington 25, D.C. Pp. 43. 15 cents.

SPECIAL EDUCATION

Education of Mentally Handicapped Children. By J. E. Wallace Wallin. Describes instruction and training for the simple or nonclinical groups of mentally handicapped children. The teaching methods are for special classes in public schools as well as for residential institutions. Economic problems and the effect of mental retardation of the children upon the parents involved are also discussed. A historical orientation to the problem of educating the mentally retarded is given. Harper & Brothers, 49 East 33d St., New York 16. Pp. 485, \$4.50.

Curriculum Enrichment for Gifted Elementary School Children in Regular Classes. By a University of Texas workshop group, directed and edited by Henry J. Otto. In order not to neglect the gifted child in the regular run of classroom activities this book suggests ways in which the gifted child may expand his knowledge and assume a position of greater responsibility in the class. Since he is able to accomplish regular work with less effort in less time than an average child, the interest of the gifted child can be sustained by encouraging him to become a teacher's aide or to lead in class discussion groups or committee work. Special projects and activities are outlined in the fields of science, social studies, arithmetic, physical education, art and music which give the gifted child added incentive to develop his particular interests while following the general program of the class. Basic equipment and organization needed for such a



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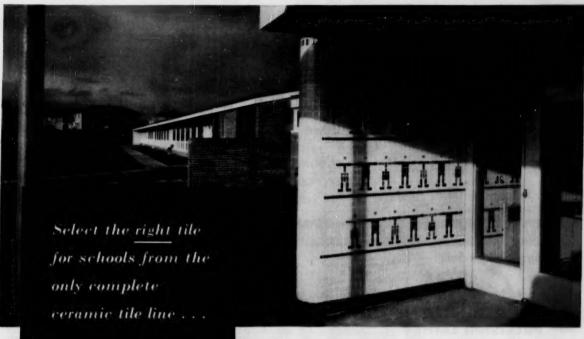
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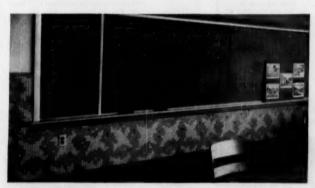


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Upper view:

Dogwood School, Park Forest, Illinois. Entry — 2" x 2",2" x 1" and 1" x 1" Falence mosaics, special pattern, colors 2121, 2183, 2244. Loebl, Schlossman and Bennett, Architects. McWayne Co., Tile Contractor.

Lower view:

St. Patrick School, Youngstown, Ohio. Wainscot — Mosaic Formfree* mosales, pattern 2252, colors 201, 202, 211 and Chocolate. Frank F. Smith, Jr., Architect. The Bertolini Brothers Co., Tile Contractor.

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program are described, followed by a chart of basic reading skills for the gifted child. University of Texas Press, Austin 12. Pp. 136. \$2.

A Class for Disturbed Children. A case study and its meaning for education. By Leonard Kornberg, director of education at Linden Hill School. By describing the problems of class organization and of maintaining the interest of children of average intelligence, who, however, have acute emotional prob-

lems, the author touches upon problems which teachers of normal children also face. The book emphasizes the teacher's position as the central person in the child's classroom world. Bureau of Publications, Teachers College, Columbia University, New York. Pp. 157. \$3.75.

OF GENERAL INTEREST

America's Education Press. 25th Yearbook. A classified list of educational publications issued in the United States. The Educational Press Association of America, 1201 16th Street, N.W., Washington 6, D.C. Pp. 63. \$1.

Informational Report by the U.S. Delegation, Eighth Session of the General Conference of the United Nations Educational, Scientific and Cultural Organization. Department of State Publication 5777, International Organization and Conference Series IV,

FROM SCHOOL SYSTEMS

Education in Erie. Report of the superintendent of schools, Erie, Pa. Pp. 38.

Madison's Oncoming Tide of Children. By Philip H. Falk, superintendent, Madison, Wis. Board of Education, Madison, Wis.

Course of Study in Science for the Elementary Schools: Grades K-6. Board of Education of the City of New York.

COMING EVENTS

APRIL

20-22. Pennsylvania Schoolmen's Week, University of Pennsylvania, Philadelphia.

MAY

- 1-3. Ninth annual meeting of Presidents of State Associations of School Administrators, Louisville, Ky.
- National Citizens Commission for the Public Schools, annual dinner, New York.
- 23-25. National Congress of Parents and Teachers, annual convention, Chicago.

JULY

- 3-8. National Education Association, 93d annual convention, Chicago.
- 4-7. National School Public Relations Association, annual meeting, Chicago.
- 11-22. Department of Classroom Teachers, N.E.A. national conference, West Lafayette, Ind.
- 24-27. National Audio-Visual Association, convention and trade show, Chicago.

OCTOBER

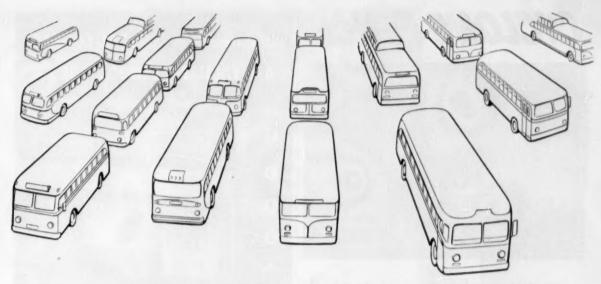
- 9-12. County and Rural Area Superintendents, annual conference, San Diego, Calif.
- 16-20. Association of School Business Officials, annual convention, Chicago.
- 17-21. National Safety Council, 43d congress and exposition, Chicago.

1956

MARCH

24-30. American Association for Health, Physical Education and Recreation, national convention, Chicago.





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Now, you can have the most complete program, distribution and operational facilities ever designed in a School Sound System. The RAULAND S260 Console, with facilities for up to 160 classrooms, simplifies administrative control, provides the most versatile distribution of microphone, radio, phonograph and recorder programs to enhance instruction, and offers simultaneous 2-way communication between any classroom and central control Console. Here, truly, is the ultimate in School Sound.

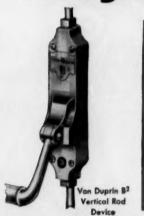
- FM-AM RADIOS: Two (2) supplied. Selects for distribution to any or all rooms, any radio program on the complete FM band or the entire AM standard Broadcast Band.
- PROGRAM PANELS: Two (2) supplied—selects any two of 6 microphones and mixes them as desired, or mixes one microphone with Radio, Room-Return or any one of 4 programs—Transcription Phono, Record Changer, Tape Recorder or Remote Line.
- MASTER CONTROL PANEL! Provides 2-way conversation with any room. Includes one-operation Emergency Switch placing Console microphane instantly in contact with any or all room speakers. Also includes for 2 automatic Program Clock and Monitor Speaker controls.
- SWITCH PANEL: Selects any or all rooms (available with up to 160 room capacity) for program distribution. Switches provide distribution for 2 programs, for intercommunication and for room-return.
- TRANSCRIPTION PLAYER: Plays records of all sizes and speeds, including 16' transcriptions. Record Changer and/or Tape Recorder may also be used with facilities to distribute all three programs.

Von Duprin

FIRE AND
PANIC EXIT DEVICES



Tough!...Tested!...Trusted!



Here's the sort of treatment that Von Duprin exit devices absorb every day—year after year. And can they take it! Many of Von Duprin's devices have been in constant service for more than 40 years . . . with just normal maintenance. This durability, performance and precision design have teamed to make Von Duprin the preferred line of exit hardware. You can rely on Von Duprin to serve your daily traffic easily . . . and, most important, to be ready for that once-in-a-lifetime emergency. Von Duprin fire and panic exit devices—"the safe way out!"

VONNEGUT HARDWARE CO. - VON DUPRIN DIVISION - 402 WEST MARYLAND STREET, INDIANAPOLIS 9, INDIANA



Now...accurate scientific tests of

YOUR STUDENTS' HEARING

can be made easily, economically with the

NEW BELTONE AUDIOMETER





HAILED BY SCHOOL DOCTORS AND NURSES

Here, at last, is a radically new and different basic audiometer that is ideally suited for determining which of your students suffer from

hearing loss and need hearing correction. The new Beltone Audiometer is designed for individual pure tone-tests so that an operator can easily make accurate air conduction threshold audiograms.

Nurses find this new, compact basic audiometer exceptionally convenient because it weighs only 11 pounds. It is easy to use because readings of hearing loss can be made direct from the dial, without arithmetical computations.



FOR BASIC AUDIOMETRY • CREATED BY BELTONE HEARING AID COMPANY 2900 West 36th St., Chicago 32, Illinois Makers of the World's Finest Hearing Aids

Vital Facts about the Beltone Audiometer

- Features a new, exclusive one electronic tube circuit that does away with expense and nuisance of most service problems.
- Contains other new, exclusive features that mean accurate testing...easy operation...low-cost service. Weighs only 11 pounds.
- Manufactured by Beltone Hearing Aid Co. whose precision hearing aids are individually fitted to correct each specific hearing loss.



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Mail coupon today for FREE booklet that fully describes the new Beltone basic Audiometer. No obligation. Booklet reveals the many new advantages this instrument gives for easy, accurate hearing tests of pupils in your school.

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	the new Beltone basic Audiometer makes possible easy, accurate
	economical hearing tests in schools.

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NEAT COMPACT STORAGE

Caddies permit maximum storage in limited space. With Caddies, your folding chairs and tables can be stored in a minimum space, anywhere. And they are always neat—instantly available. Caddies are available in a complete range of sizes and styles to solve any handling or storage problem.

Midwest FOLDING PRODUCTS Dept. 755, Roselle, III.



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Prevent accidents to children by the installation of Wooster's new aluminum Stairmaster Safety Treads over worn stairs. Installed in one day, usually without interrupting traffic, these durable metal treads minimize stair accidents and stop castly stairway maintenance. Used by hundreds of leading school systems. Send your overall stair measurements for a quotation.

FREE! 24-page safety manual shows how to make stairs and walkways safe.

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"Step Ahead with Wooster Safety Treads"



SUPERIOR SCHOOL FURNITURE

Construction of selected Appalachian kiln-dried Beech. Desk units with mortise and pegged tenon; chairs with spiralgrooved dowels and rigidly glued corner blocks. In Natural, Warmtone, or School Brown. Line also includes Movable Chair Desks, Tables, Tablet Arm Chairs, and Teachers Desk.

Also available with plastic surface.

Write for name of authorized distributor in your state.

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SILER CITY • NORTH CAROLINA

SHOW YOUR COLORS!

For schools—DETTRA, flagmaker to the Nation for 50 years, offers American flags and State flags in a wide variety of styles, sizes and materials . . . ideal for schoolroom, assembly hall, playing field.

DETTRA FEATURES

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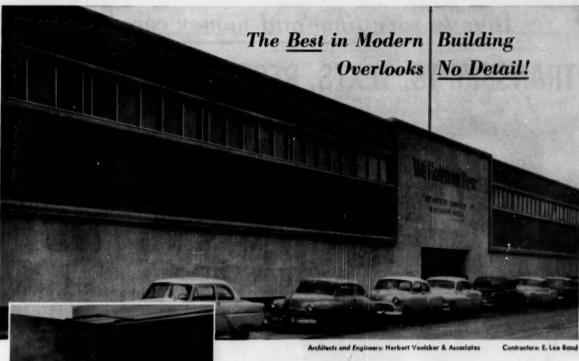
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TRA'S NEW MOVIE
"OUR U. S. FLAG"—
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is the ideal medium
through which to tell
the story of the Flag.



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The beautiful new

HOUSTON POST

for instance

is typical of installations of the NORTON "NADOR"

The rugged, heavy-duty reliability only a liquid closer provides—plus concealed construction for trim, modern beautyl

Outstanding example of design, workmanship, and materials, is the new \$4 million *Houston Post* Building, recently completed to handle the Post's increasing circulation.

No effort was spared to achieve the fullest functional beauty...combined with heavy-duty utility required of a structure destined to be a focal-point of civic activity!

structure destined to be a focal-point of civic activity!

The selection of Norton "Inador" closers for its interior door control is an ideal example of how this twofold requirement is met. For—as a true liquid closer—the "Inador" will provide the Post Building with extra-long years of reliable, minimum-maintenance service...even under the "slam-bang" of constant traffic and hard use. At the same time, the concealed "Inador" construction makes possible the clean, streamlined beauty that today's architecture definitely demands!

If you have a new building of any type on the way...see that it, too, gets the advantages of the Norton "Inador"!

Write today for FREE Catalog on Norton's full line of Concealed and Surface Door Closers!

NORTON°

Dept. NSSS, Berrien Springs, Michigan

"Over 70 Years of Leadership in the Door Closer Industry"

Only the "NADOR" offers all these exclusive NORTON features:

Rack and Pinion Construction gives uniform, positive checking at every point!

New Aluminum Shell for lighter weight, robust wear. Proved by use on our surface closers for over 7 years!

▼ Special Spring of highest-quality steel!

Non-Gumming, Non-Freezing Hydraulic Fluid permanently lubricates every inside moving part!

Double Adjusting Levers, easily moved by fingers, control speed of closing action and latching action!

Regular Arm Series, as well as Holder Arm models, so suitable for hospital use!

Famous Guarantee for 2 full years, providing proper recommended sizes are used!

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Use Remington Rand photocopying equipment and make clear, letter-perfect copies in seconds!

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- 1. SINGLE-UNIT TRANSCOPY DUPLEX. It's new, revolutionary! This single space-saving, time-saving machine gives you positive, ready-to-use photocopies within seconds. Handles originals up to $14\frac{1}{2}$ " wide, and any length. Exposes, prints, and develops in rapid-fire order.
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TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 236. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your request to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Increased Driver Vision in Oneida Bus



1955 models of the Oneida Conventional School Bus have 30 per cent increase in glass area in entrance doors for better driver view in operation and at bus stops. Other added safety features include increased windshield area and simplified design to boost driver vision, as well as further strengthening of the "Cradle of Steel" with plus frame members to provide greater engineered-in safety. The built-in defroster has increased efficiency for quicker defrosting and de-icing. New interior trims and colors are offered in the 1955 line and the finish is designed to offer greater resistance in daily use for student transportation.

The exclusive Oneida features of twinriveted body panels and welded superstructure framework are incorporated into the new models which have full 72 inch headroom, 5 inch rub rails, finger-tip control panels, linoleum floor covering, deluxe-type dome lights, 8 inch rear bumper, sliding signal sash and baked-on enamel finish. Oneida Prod-

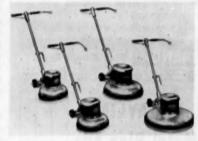
ucts Corp., Canastota, N.Y.
For more details circle #441 on mailing card.

Floor Maintenance Line Completely Redesigned

A series of all-new Floor-King maintenance machines has been designed for increased ease of operation, greater versatility and better performance. A choice of job-tested equipment to meet individual requirements is offered in the seven new Floor-King machines. They are designed to maintain all types of floors with less effort and lower costs, in a price range to fit all budgets. The new Standard models range from 1/2 to 1 h.p. in 14, 16 and 19 inch sizes. Added power for any job is offered in the Heavy Duty machines which are particularly suitable for commercial jobs. Motors range from 1/4 to 11/2 h.p. with 14, 16, 19 and 23 inch brush sizes. A

complete choice of power is available in the size machine required for any job.

The machines are designed for easier handling in waxing, scrubbing, polishing, buffing, steel wooling or dry cleaning any floor, disc sanding wood floors, or grinding concrete or terrazzo. They are also designed for rug and carpet shampooing, wet or dry. The Floor-King can also be equipped to vacuum floors automatically while buffing or to wet scrub with liquid tank and shower feed brush. Attachments for all operations are easy to put on or take off, without tools. Other features include lifetime lubrication of all bearings, No-Mar rubber bumpers to protect walls and furniture, Safety-Grip switch, fully



adjustable and detachable handle and rugged, precision construction. American Floor Surfacing Machine Co., 518 S. St. Clair St., Toledo 3, Ohio. For more details circle #442 on mailing card.

Display Case of Extruded Aluminum

A new display case has been especially designed for use in schools, colleges and universities. Known as the Contemporary Model, it is smooth faced, manufactured of heavy extruded aluminum. It can be finished in color, in a combination such as school colors, or in lustrous natural aluminum.

All corners of the frame and door are reenforced to prevent sagging. Backs are manufactured of 1/4 inch plywood and can be finished with cork for thumb tacking or grooved for the reception of changeable metal or plastic letters. The Contemporary can be made in any depth with adjustable brackets and glass shelves, finished for outdoor as well as indoor installation. Poblocki and Sons Co., 2159 Kinnickinnic, Milwaukee 7,

For more details circle #443 on mailing card.

(Continued on page 196)

Booster Amplifiers for Sound Systems

Two new booster amplifiers with high fidelity from 20,000 to 40,000 cycles are now available. The new units permit lengthening of power lines feeding speaker up to several thousand feet without the interference of electronic oscillation noise. A new output transformer is primarily responsible for the improvements in the units which are available for use with all standard sound systems for schools and other institutions. The new amplifiers are being marketed in two wattage outputs. Both are equipped with pre-amplifiers and tone controls of comparable response to the booster amplifiers. DuKane Corporation, St. Charles, Ill.
For more details circle #444 on mailing card.

Tubular Steel Desk Is Easily Moved

The Griggs Airliner No. 790 is a new study top desk of heavy-gauge tubular steel construction. It is light in weight for easy moving, and the tubular design gives it strength and durability. A rigid tubular support rises from the chair frame to the desk top, with a circle type support providing a brace to all parts of the desk top. Hardwood plywood in natural or school brown finish is used for the desk top, chair back and seat. Plastic facings for the desk top are available. All metal parts are finished in baked-on enamel and are available in five attractive colors for cheerful classrooms: taupe, beige, coral, sage green and ocean blue.



The unit is offered in seat heights of A-17 inches, B-15 inches and C-13 inches. Griggs Equipment Company, Box 630,

Belton, Texas.

For more details circle #445 on mailing card.

THE ONLY approved MILK DISPENSER

WHERE ALL OTHERS HAVE FAILED



Meets the most rigid sanitation requirements with its many exclusive features.

- Refrigerates every drop of milk.
- No condensate drip.
- · Pre-Cut Tube does away with unsanitary tube clipping.

EXCLUSIVE OPERATIONAL ADVANTAGES

- · Easy-lift wrist bar for single hand operation.
- · Positive shut-off jaws eliminate all after-drip.
- · Quick, easy cleaning without using tools.

WATER COOLERS . CREEMEZE . PRE-WASH ASSEMBLIES HOT BUTTER DISPENSERS

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A MAYLINE Metal Plan File For Your School

METAL PLAN FILE

Have you considered a metal plan file for your classroom? It's ideal for filing flat work of any kind. Prices are reasonable. Send for folder S-20.



C7702 ART TABLE



631 No. Commerce St.

C7703 DRAWING TABLE - MAYLINE -

Sheboygan, Wisconsin

What's New ...

Counter Unit

for Cafeteria or Lunchroom

The Duplex Straw Dispenser and Shelvatray offers a compact service unit for counters in cafeterias and lunchrooms. Duplex Straw Dispensers provide a hygienic and sanitary method of dispensing unwrapped straws economically, dispensing one straw at a time, either standard or jumbo size, 61/2 or 81/2 inches

The new Shelvatray Companion provides a unit which saves counter space



and contributes to neatness. It holds napkins, sugar, salt and pepper, cream containers and other needs neatly. The Shelvatray snaps on and off the Duplex Straw Dispenser. Both units are easy to keep clean and provide efficient service in minimum space. Duplex Straw Dispenser Co., 511 N. La Cienega Blvd., Los Angeles 48, Calif.
For more details circle #446 on mailing card.

Magnetic Tape Reel Formed in Plastic

One-piece construction and a 5/16 inch center hole are among the features of the new 10½ inch plastic magnetic tape reel. Made of tough, glass-reenforced plastic that cannot be bent out of shape or permanently distorted, the tape reel can be used on machines which employ adapter arms as well as on all standard tape recorders which will accept a 10½ inch reel, Rounded edges of the plastic flanges eliminate nicked tape edges and cut fingers. Minnesota Mining & Mfg. Co., 900 Fauquier St., St. Paul 6, Minn. For more details circle #447 on mailing card.

Automatic Tamping Device in Waste Receptacle

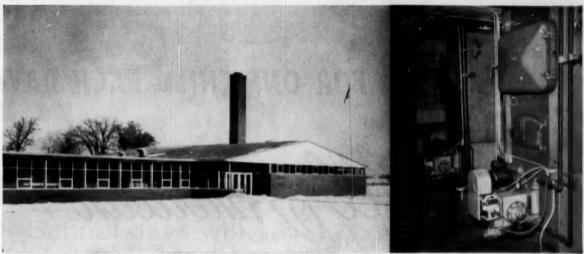
A "built-in" automatic tamping device is a special feature of the new "Tamp" waste receptacle. Light pressure on the treadle at the base of the receptacle opens the disposal door while raising the tamper. The tamping action is automatic when the treadle is released. The waste is baled in a container which is readily removed for disposal without the hands touching the contents. "Tamp" holds up to forty times more waste than conventional receptacles. Pet Metal Prod-

ucts Corp., Wallingford, Conn.
For more details circle #448 on mailing card.
(Continued on page 200)

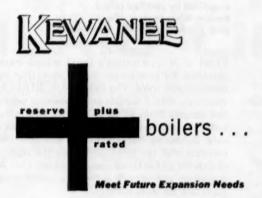
How a school

planned ahead ...

..avoided buying an extra boiler



Architecti Warren W. Kane, Austin, Minnesota; Engineer: Richard W. Evons, Minneapolis, Minnesota; Hacting Contractor: P. J. Gallagher & Sons Company, Foribouti, Minnesota.



Architect Warren W. Kane and R. W. Evans, Consulting Engineer, faced two heating problems in designing the Brownsdale Consolidated School, Brownsdale, Minnesota:

- (1) Providing enough heat for health and comfort during rigorous winter days:
- (2) Assuring sufficient reserve power to heat 4 additional classrooms a census study indicated for the future.

Solution: 2 Kewanee Reserve Plus Rated Boilers with 50% extra power built in to meet the emergencies of today and the demands of tomorrow.

Present Result: The first Minnesota winter passed with adequate heat, even though windows were single glass without storm protection.

Future Result: No need to install an extra boiler to heat 4 additional classrooms, since Kewanee Boilers are rated against nominal capacity with reserve to meet expansion needs.

Moral: To school systems—Avoid selecting boilers rated against maximum capacity. They lack reserve for future growth.

Moral: To anyone concerned with the specification of boilers— Don't be fured by false promises of economy or "first cost" of under-powered boilers . . . those adequate to meet only average needs. Select Kewanee Reserve Plus Rated Boilers with sufficient reserve to provide for fluctuating loads, emergencies and expansion.



YOU can depend on KEWANEE engineering



that's the COMPLETE Operating Cost of the new Blue Bird

All American



The most versatile school bus ever built. Ample, economical transportation for every school activity. No more charter expense.



The motor is up front where it belongs and performs best. 3 wheelbases to fit every school need. 4 seating arrangements.

BLUE BIRD BODY COMPANY FORT VALLEY, GEORGIA

Please send me your new 8-page ALL AMERICAN Brochure

Name_

City___

School______Title____

*This amazing low-cost figure is supported by certified school transportation records. We will gladly give you full information upon request.

Think of it... America's finest school transportation for pennies per day in operating and maintenance costs. The new BLUE BIRD All American with 3 models and passenger capacities ranging from 48 to 76 will fill your needs today... and help you meet your problems of ever increasing enrollment. It will cut your carrying cost per pupil...reduce the number of drivers and maintenance personnel. One All American will provide safer, less costly transportation for more children!

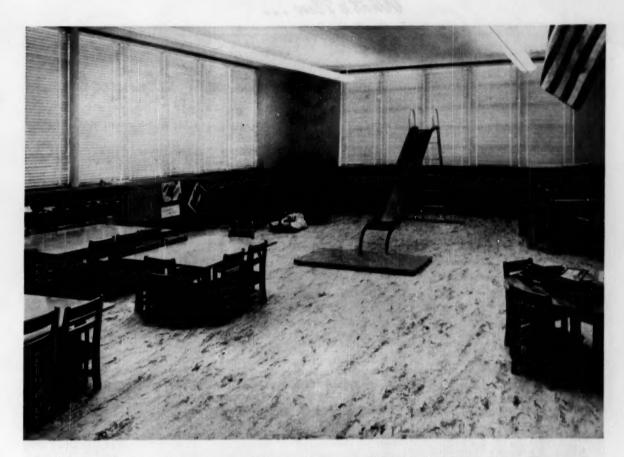
WRITE TODAY FOR NEW, COLORFUL 8-PAGE BROCHURE!

Blue Bird

BODY CO.

FORT VALLEY, GEORGIA





School days will never faze this floor...

GOLD SEAL INLAID LINGLEUM

America's finest inlaid linoleum . . . the only one made by the natural oxidation process for greater resilience and durability!

It's tough! So tough, installations over 30 years' old are still giving great service.

Easy to maintain! Highly resistant to ordinary grease, oils, chalk, dirt, grime, scuffing. Dense, satin-smooth surface will rarely pit, scar, or chip. Cuts maintenance time, troubles and costs.

Resilient! Deadens floor noise. Resists permanent indentation from heavy furniture. Comfortable! Reduces foot fatigue.

Colorful! Wide range of colors to harmonize with any decorative scheme. Suggests hundreds of handsome, special designs to direct traffic flow, separate areas.

For home or business... you get the finest choice of all in...

INLAID LINOLEUM - RANCHTILE & LINOLEUM - VINYLFLOR - VINYLTOP - LINOLEUM, VINYL, VINYLBEST, CORK, RUBBER AND ASPHALT TILES - CONGOLEUM & AND CONGOWALL & ENAMEL-SURFACE FLOOR AND WALL COVERING

Stays colorful! Colors are inlaid for long-lasting beauty!

Economical! Low maintenance! Initial costs can be amortized over long period of time. Lasts years longer than low-cost floors.

Guaranteed! Gives you the famous Gold Seal Guarantee . . . satisfaction or your money back.

Specifications I Commercial Gauge (1/6") for heavy traffic areas. 6' wide by-the-yard and 9" x 9" tile. Burlap back. Patterns: 20 Veltone®; 4 Plain; 6 Battleship; 5 Jaspe. Install over suspended wood or concrete subfloors. Specially designed Ranchtile Linoleum in 9 textured patterns is also available for installation in schools over concrete slabs at ground level...even with radiant heat.



What's New ...

Folding Table Units
Have Improved Pocket Tracks
Time is saved in converting areas

Time is saved in converting areas from cafeteria to recreation and similar uses with the new Schieber Port-A-Fold pocket tracks. Previously it was necessary to return equipment to the same pocket or a pocket having tracks of the proper height. With the new tracks any height tables and benches may be returned to any pocket, thus eliminating confusion.

The tracks into which the detachable, portable tables and benches fasten are



made from heavy steel plate welded onto the sides of the pockets, making a strong track and actually adding to the strength of the pocket. The attaching device consists of extendable rods on tables and benches, on the ends of which are roller buttons. The new design eliminates the danger of disengaging by twisting or bumping the tables or benches when folding or unfolding the equipment, or when using it in the attached position. Schieber Sales Company, Brightmoor Station, Detroit 39, Mich.

For more details circle #440 on mailing card.

Protective Sprays for Wood or Metal

Two aerosol-packaged lacquer sprays are available for maintenance or educational use. Delkote Easy Spray Metal Lacquer is designed for protection of metal surfaces such as brass, copper, aluminum and stainless steel against the effects of fingerprints, grease and exterior exposure. Polished copper will retain its luster, even on exterior exposure, with the spray which is easily applied, saves maintenance work of polishing and prevents rust.

Delkote Easy Spray Wood Lacquer offers a smooth flowing lacquer finish which dries slowly enough to ensure a smooth finish but permits build-up of surface finish for more depth and gloss when desired. It provides a durable finish resistant to cracking and chemicals. It can be used on school furniture, for refinishing or as a special protective coat, in vocational training projects and wherever a protective gloss finish is needed on wood. Delkote Incorporated, 1419 Falk Rd., Wilmington, Del. For more details circle #460 on mailing card.

(Continued on page 204)



A system of multi-purpose movable steel wardrobe racks with either a chalkboard (blackboard) or a corkboard (bulletin board for pictures, maps, etc.) back. These sturdy, welded furniture steel units provide: (1) Means for holding coats, hats, overshoes and lunch boxes in an efficient and orderly manner; (2) Chalkboards or corkboards to aid class instruction; (3) Efficient, large capacity, space-saving wardrobe units, that go wherever needed, fit any space, and permit complete flexibility in room arrangement.



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WEBER COSTELLO COMPANY

Dept. NA-30.

To receive one Regular size Bril-

liant FREE for testing purposes,

send your name, address, and

name of your school. Address

Manufacturers of Chalkboard · Chalk · Erusers · Art Material · Maps · Globes



uniform daylighting at very low cost

The even distribution of overhead daylight, through WASCOLITE SKYDOMES, makes the classrooms in the Tuckahoe School ideal for study. It also permits functional use of corridors and gives other areas a new cheerfulness and utility.

Overhead daylighting with WASCOLITE SKYDOMES is a proven technique for lighting schools economically. It provides abundant, glare-free daylight . . . at very low construction costs. And the units require no maintenance.

Write today for free booklet Daylighting Your Schools.

WASCOLITE SKYDOMES



• TOP SPECIALISTS IN DAYLIGHTING AND FLASHING PRODUCTS

WASCO PRODUCTS, INC., 83-E Fawcett Street, Cambridge 38, Mass.

Pat. Nos. 2610593, 2693156 and pats. pend.

HERRICK The finest

for the finest in Performance-Proved

Stainless Steel Refrigerators, Freezers and Coolers

MODEL SSOOB REACH-IN



Self-contained. For kitchen, bakery, pantry, or salad preparation. Capacity, 55.8 cu. ft. Exterior dimensions: 78" wide, 32" deep, 76" high. Accommodates 18x26" serving trays. Also made in 4-door model. Available in white baked enamel-porcelain as well as stainless steel.

MODEL RSS66 REACH-IN



For remote installation. Assures complete food conditioning. Capacity, 62 cu. ft. Exterior dimensions: 82" wide, 32" deep, 71" high. Also made in 2-door, 4-door and 8-door models. Offered with glass doors, if desired. Available in porcelain enamel as well as stainless steel.

MODEL SSAOFP UPRIGHT FREEZER



Self contained. Designed to meet the most rigid commercial demands. Capacity, 40.2 cu. ft. Exterior dimensions: 68" wide, 32" deep, 76" high. Also made in 20 and 30 cu. ft. models. Available in white enamel finish as well as stainless steel. Remote type freezers are available, if desired.

MODEL 8885 WALK-IN COOLER



Permits economical bulk buying for menu diversification. Exterior dimensions: 8' wide, 8' deep, 8' high. Shown with white baked enamel finish on steel. Also available clad with stainless steel. Many other sizes can be obtained in single or multiple compartments.

SEE US AT THE NATIONAL
RESTAURANT SHOW, BOOTHS 1536 AND 1537
HERRICK REFRIGERATOR CO., WATERLOO, IOWA
DEPT N., COMMERCIAL REFRIGERATION DIVISION

HERRICK

The Aristocrat of Refrigerators

BASKET RACK

U.S. Port. No. 2,621,800



Rigid Corner Posts-Safer Recessed Hasps

The Neubauer "TWIN-POST" corners are actually 2 posts with 3 strong corners (see insec circle). They keep the whole basket rack rigid and in line.

Note below how dividers guide and separate baskets and how hasp and padlock are neatly recessed inside shelf edge. Eliminates danger of cuts and bruises.



We also make Neubauer "Twin-Post" shelving in range of sizes. Write for literature. FREE ESTIMATES — Numbering gym Basket Racks are made in capacity desired for any size basket and can be equipped with casters. Olive green or airline grey. Special colors available.

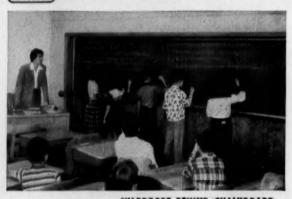
Inquiries invited from school supply dealers.

NEUBAUER MFG. CO.

2027 Central Ave. Ainneapolis 28, Minnesota



WARDROBEdoor



WARDROBE BEHIND CHALKBOARD is reached by easy upward movement of 2-section Barcol WARD-ROBEdoor. Full-view opening gives teacher control of "cloak-room rush." Provides more working wall space for chalkboard or tackboard, more usable floor space clear of pivots and hinges. Advertised to school officials. Call your Barcol distributor...under "Doors" in phone book.

Barber-Colman Company

Huge School System

Leaks were serious in this older school, so brick was repointed then coated with silicone repellent. Results: Weatherwise, the school is better than new!



Here's the kind of damage to interiors that driving rain, soaking right through the wall, can cause inside of six months.

Approves Silicone Masonry Water Repellent



AFTER "invisible raincoat" made with LINDE Silicones was applied outside, the same type paint used before was in perfect condition after another six-month period.

A remarkable "invisible raincoat" is already protecting a half million square feet of wall, on over 30 of the 300 schools in a great eastern city. Known as "above-grade masonry water repellent," it is made with LINDE Silicones.

The school system's maintenance engineers report that it is easy to use and lastingly effective. Besides treating many older schools, they are applying it to all new schools as erected.

Rain leaks and seepage are ended, eliminating costly damage to interior plaster, paint, and woodwork. Masonry damage due to water absorption and freezing has been stopped. Rain simply washes dirt right down to the ground.

Above-grade masonry water repellents made with LINDE Silicones dry in three hours to a color-less, shineless-finish. They reach the correct depth for maximum effectiveness. They let walls "breathe" so moisture entrapped before treatment can escape.

No wonder more and more brick, masonry and concrete buildings of all types now wear "invisible raincoats" made of LINDE Silicones! Write for full details and a list of representative suppliers. Address Dept. T-5.

FOR SILICONES LOOK TO

Linde

A DIVISION OF

UNION CARBIDE

AND CARBON CORPORATION

General Offices: 30 East 42nd Street, New York 17, N. Y.
IN CANADA: Dominion Oxygen Company, Division Union Carbide Canada Limited
The term "Linde" is a registered systematic of Union Carbide and Carbon Corporation

Food Serving Equipment for Back-Bar Installation

A wide selection of food service units is offered in the new "Add-a-Star" line of Back-Bar equipment. The all-metal welded equipment includes cold salad units, sandwich units, buffet units, waitress stations, refrigerated bases, updraft and downdraft equipment stands, hot food tables, and a large selection of miscellaneous stands and enclosures.

The equipment is so constructed that every unit lines up with the others and can be used interchangeably in a backbar assembly. The sandwich unit has a roomy refrigerated base cooled by a thermostatically controlled condensing unit. All exposed surfaces and the interior are of stainless steel and hardware is chrome plated. Other units in the line are similarly constructed for ease of cleaning, long wear and sanitation. Star Metal Manufacturing Co. Inc., Trenton Ave. & Ann St., Philadelphia 34, Pa.
For more details circle #451 on mailing card.

Milk Dispenser Has Revised Design

Shut-off jaws which positively eliminate after-drip are an important feature of the redesigned Model M-1 Milk Dispenser. There is no drainage or drip in the new model, improving cleanliness

and sanitation. The single-hand, easylift dispensing bar facilitates comfortable and fast operation. The operator holds the cup or glass with one hand and dis-



penses milk with a slight wrist pressure against the dispensing mechanism.

Other features of the new dispenser include constant refrigeration of all milk, including that in the dispensing tube, single service dispensing tubes of predetermined length, easy disassembly of dispensing mechanism without the use of tools, rounded interior cabinet corners for easy cleaning, and moisture-proof refrigeration breaker strips. The revised Model M-1 Milk Dispenser meets sanitary regulations for institutions. Sunroc Refrigeration Co., Glen Riddle, Pa.

ore details circle #452 on mailli

Institutional Vacuum for Light or Heavy Cleaning

The E-200 institutional vacuum cleaner is suitable for all jobs, from the heaviest volume wet or dry pickups to the lightest vacuuming or blowing. The E-200 is extremely portable and is mounted on four large free-turning casters and moves easily in any direction. A full range of attachments is available for the vacuum cleaner. Multi-Clean Products, Inc., 2277 Ford Pkwy., St. Paul 1, Minn. For more details circle #453 on mailing card.

Shorthand Series in Long Playing Records

The new 163/3 rpm phonograph speed is used on a 10 inch unbreakable vinylite record to carry 45 minutes of solid, straight dictation on each side of a shorthand series recording. The records can be played on any standard 331/3 rpm turntable with a simple disc adaptor placed on the spindle which turns at half the player speed. The first series of five records covers dictation speeds from 60 to 150 words per minute in 10 words per minute steps on each side. Material is planned for supplementary sustained dictation practice. Herman Miller Dictation Records, 2601 W. Olympic Blvd., Los Angeles 6, Calif.
For more details circle #454 on mailing card.



— BUY Spotlights

THAT MEET YOUR BUDGET

- STAGE
- for . BULLETIN BOARDS
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Portable for all-around school use.

Throws a concentrated beam of light wherever good dependable light is needed. Has fine Fresnel Glass Lens, highly polished reflector, asbestos cord, universal mounting bracket, gelatin color holder and 3 assorted gelatin colors. Black wrinkle finish. Adaptable to BEST manual or \$10,75 each automatic color wheel.

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PORTHOLE
FIRE SHUTTERS

Meets all state and city inspection laws that require gravity doors ar shutters on school projection room portholes. Confines smake projection room. Reduces

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ATHLETE'S FOOT?

Don't Take Chances!

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KILLS FUNGI IN LESS THAN A MINUTE!



Every swimming pool, shower and locker room is a potential carrier of this painful disease. Stop it before it starts with low-cost ALTA-CO POWDER in your foot baths. Independent laboratory tests prove ALTA-CO kills all forms of fungi commonly found in Athlete's Foot in less than 60 seconds. Harmless to skin, towels, clothing.

ALTA-CO FOOT POWDER gives soothing, quick relief, guards against reinfection.

H.D. FUNGICIDE, economically diluted, gives Athlete's Foot protection to your shower and locker room floors.

EXCLUSIVE ALTA-CO TESTER

Eliminates guesswork; helps keep your foot tub at full Write for literature; see your Dolge Service Man



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There's a reason!

This "most modern" of all ceilings combines heating, cooling, and acoustic control or heat and acoustic control only, if desired in one simple, economical and highly efficient method to offer a new standard of comfort that is highly beneficial to scholastic endeavors. Heat energy is radiated to or from the entire ceiling, to or from every surface or object in the class room to provide an insignificant differential from floor to ceiling. Convection drafts and heat shadows are minimized-concentrated heat sources and overheated air are eliminated. Before your Board attempts a decision on the type of ceilings to be used in your new school or addition, and in remodeling programs, too - weigh carefully the rating of those schools now having B/M 3-Way Radiant Panel Functional Ceilings. Above all, see and feel one in operation - Know the facts. Ask your architect to get all the facts!



Write for Bulletin A-129-N



Architectural Products Division of

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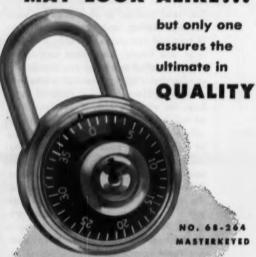
Manufacturers of 3-Way Functional Ceilings and Telephone Acausti-Booths

THESE COVERS LOOK ALIKE... but what a difference in durability



For centuries, the Morocco leather cover made of rugged goatskin has been the mark of quality bookbinding. A cover made of artificial leather (cotton-base fabric to which is applied a waterproof coating composition) is made to resemble Morocco leather in appearance. Soft texture, durability and lasting beauty of genuine goatskin leather make the difference in value.

SHACKLE LOCKS, TOO, MAY LOOK ALIKE...



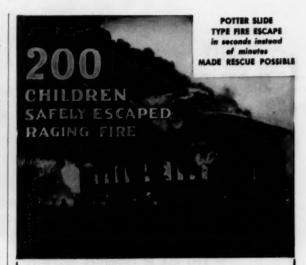
NATIONAL LOCK combination locks

The superior design and construction of National Lock Combination Locks mean outstanding advantages for you. Three-number dialing assures convenience in use. Brass working parts, extrastrong shackle and stainless steel outer case provide dependable locker security and long-term troublefree service. Available with simplified lock-record charts. (Leatherette binder FREE with orders of 100 or more locks.) See and examine National Lock combination Shackle Locks soon.

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NATIONAL LOCK COMPANY Rockford, Illinois * Lock Division



Mothers, Fathers, Teachers and Principals realized that a precaution taken only six years before insured the irreplaceable lives of their dearest possessions. SAFEGUARDING occupants of SCHOOLS, HOSPITALS and ALL PUBLIC INSTITUTIONS is assurance of family comfort and happiness when protected by POTTER SLIDE TYPE FIRE ESCAPES. Over 9,000 in service on two to 34 story buildings, saving 44 sq. ft. of usable floor space on each floor instead of stair wells.

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Its light weight and easy, one-man folding, makes the TRACY TABLE a time and energy saver for institutional set-ups like that above. Uniquely designed with ALL-STEEL frame and a hinged brace-beam that supports the top while firmly locking both pedestals, TRACY TABLES also set a new beauty standard. Offered in a choice of 3 beautiful FORMICA tops, or brown masonite Presdwood, TRACY'S smart design enhances any modern institutional decor.



TRACY HAND-TRUCKS, accommodating 8 tables, are the key to the TRACY SYSTEM for quick set-up, easy transport, compact storage.

SPECIFICATIONS: 6 or 8 feet tengths; 30 inch width; 39 inch height for adults or 24 inch height for children.

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The TRACY Co.

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GIVE THEM Glass TO SEE BY AND THROUGH

Translucent Mississippi Glass Plus Vision Strip Creates Comfortable Classrooms

The Stephen C. Foster Elementary School, Gainesville, Fla., is an excellent example of the modern practice of combining wide areas of translucent glass for better daylighting with a vision strip of clear glass. Light diffusing glass throws daylight deep into rooms, minimizes harsh contrasts and sharp shadows that may fatigue young eyes and distract students. It floods work areas with comfortable, eye-easy, illumination. Youngsters work better, feel better, when they see better under controlled daylighting. And the vision strip of clear glass creates a friendly atmosphere that enables youngsters to see the outside world.

Glass by Mississippi has many applications in the modern school. For instance, this outstanding installation has Polished Wire Glass (Fire Retardant No. 32) in all exterior classroom doors for utmost protection plus visibility and illumination.

You can select from an extremely wide variety of patterns and surface finishes to solve any daylighting problem within any school building budget. Specify Mississippi. Available everywhere through leading distributors of quality glass.



Write today for free catalog "Better Daylighting For Schools". Address Dept. 15.



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WORLD'S LARGEST MANUFACTURER OF ROLLED, FIGURED AND WIRED GLASS



wardrobes classroom

Perhaps teachers know best-when it comes to classroom safety, health and orderliness. Every day they notice the important little things about their pupils, their classroom and classroom equipment. When it comes to a wardrobe they know how important it is that the door operation be safe, easy to operate, with no overhead weights to fall. They also appreciate the EMCO recess where there are no obstructions to trip a child. Then, too, EMCO's exclusive hook arrangement, ventilation space under doors, and interior venting assure scientific "airing" of garments. In addition, EMCO door operation and interiors are planned to give easy access to hooks and storage shelves. So take a tip from the teachers...when it comes to wardrobes notice the important things.

Write today!

for your file. New EMCO Catalog gives you complete specifications on all EMCO wardrobes and accessories,



EQUIPMENT Manufacturing Co., INC. 1400 Spruce St., Dept. NS, Kansas City, Mo.

What's New ...

Three-Speed Tape Recorder Features Speed and Long Run

Six full hours of dual track recording are possible with a special reel on the new Model RT-75 three-speed tape recorder. The fast forward speed for proper cueing and fast rewind are other features of the new model giving it increased efficiency. The machine is completely new both electronically and mechanically. It has full push-button control with straight-line slot threading.



A positive-action lever permits selection of the three tape speeds, 71/2, 33/4 or 17/8 ips. The 17/8 ips speed provides six full hours of dual track recording on an 1800 foot, 7 inch diameter reel. Equalization to compensate for the speed variations is accomplished automatically in changing speeds.

Accidental erasure is positively prevented with safety interlock. Two microphone inputs are provided and a radio-phono-TV input can be mixed with the microphone inputs. High quality sound is provided through the 6 by 9 inch oval speaker which is built in. The attractive carrying case has rugged plasticized fabric covering and ample storage space for parts and accessories. Bell Sound Systems, Inc., 555 Marion Rd., Columbus 7, Ohio.

more details circle #455 on mailing card.

Continuous Convectors for Under Windows

Designed for application where heating requirements demand installation under rows of windows, the new line of Fedders continuous Convector-Radiators are self-contained and attractive in appearance. The integral grill in the top directs heat upward and outward for active circulation throughout the room. The cabinets have a sloping top and adjacent cabinets have interlocking fronts to present a smooth finish without joining strips. Base grills at bottom are available for inlet air. The heating element is assembled in the cabinet at the factory and shipped as a complete packaged unit in left and right hand and intermediate sections. Fedders-Quigan Corp., Lalor and Hancock Sts., Trenton 7, N.J.
For more details circle #456 on mailing card.

(Continued on page 210)

NOW...turn each classroom into a **DARK** auditorium instantly!

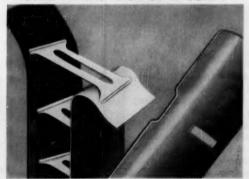


only **Flexalum** AUDIO-VISUAL BLINDS give you complete light control... plus ventilation

HOW FLEXALUM AUDIO-VISUAL BLINDS

MAKE ANY ROOM

DARK AT THE FLICK OF A CORD!



Tight overlapping of slats by special assembly arrangement design, plus double ladder tapes permit much tighter closure than was heretofore possible. The light leakage customary with conventional blinds is eliminated. In addition, specially designed lighttraps and side channels prevent any light infiltration around the edges of the blind.

For free information, cost estimates for Flexalum Audio-Visual blinds, inquire from your custom blind dealer or manufacturer, or write Hunter Deugles Corperation, 150 Broadway, New York 38, New York. In Canada: Hunter Douglas Ltd., 9500 St. Lawrence Blvd., Montreal.

At last, here is the new blind specially designed by famous Flexalum to meet modern classroom needs for audio-visual instruction. You get unprecedented light-control from soft diffused light for regular classes, to almost complete room darkness, instantly! The Flexalum Audio-Visual blind far exceeds the recommended room-darkening requirements for audio-visual education.

It is being enthusiastically received by educators like Kathleen Moon, Director of Audio Visual Education, Fulton County Board of Education, Atlanta, Georgia, who says: "How I wish we had them in all the classrooms of our school system!"

Only Flexalum gives you all these features for LOWER MAINTENANCE COSTS...LONGER LIFE:

- Flexalum plastic tape wipes clean with a damp cloth...never fades, shrinks, frays.
- Spring-tempered aluminum slats snap-back even when bent to a 90° angle.
- Baked-enamel finish won't chip, peel, scratch or rust.
- Custom made, with all components completely color matched or in wide choice of color combinations.

Training Kit for Student Projectionists

Both ideas and material for a student projectionist program are offered in the new Bell & Howell Student Projectionists' Training Kit. A course guide is included for planning help in setting up a group, with sample tests for qualifying students, a suggested field trip and a complete bibliography of audio-visual publications. Pins, diplomas and ad-vanced proficiency cards are included for recognizing achievement and establishing standards for training and performance. A 22 by 34 inch wall chart is also included which covers the basic steps in the operation and maintenance of Filmosound projectors. Bell & Howell Company, Educational Sales Dept., 7100 McCormick Rd., Chicago 45. For more details circle #457 on mailing card.

One-Piece Gym Suits in Several Styles

One-piece gymnasium suits with a two piece look are being offered in the 1955 Moore line. Styled to look like shirts and shorts, the suits are easy to get in and out of and are smart in appearance. They are contour-tailored and fit, wear and perform like a two piece combination.

The suits are available with or with-

out pockets, with adjustable, bar tacked and looped belts, trim and rustproof, with button or snap closers, with or



without cap sleeves. The suits are attractive and smart in appearance and comfortable for all gym activities. E. R. Moore Co., 932 W. Dakin St., Chi-

Generating Plant for Emergency Institutional Use

A new 75,000 watt capacity emergency electric generating plant has been developed to meet the increased electrical requirements of modern schools and other institutions. The new Onan-built

> NATIONAL CORNICE WORKS 1323 Channing St., Los Angeles 21, Calif.

cago 13. For more details circle #458 on mailing card.

generator in the high-capacity standby electric plant has been specifically designed to provide excellent electric motor

If desired this heavy-duty generating plant will provide dependable, econom-ical power for daily use. Known as Model 75HR, the new unit is gasolineengine driven, powered by a Continental six cylinder engine. The generators are designed to permit parallel operation if desired and two or three units can economically serve a large load. D. W. Onan & Sons Inc., 6251 University Ave., Minneapolis 14, Minn. For more details circle #459 on malling card.

Liquid Conditioner for Chalkboards

A single application of K2 Kleer-Kleen liquid chalkboard cleaner and conditioner clears all vestiges of chalk from the boards. No washing is necessary. K2 is applied with a cloth and all marks are completely eradicated. After the liquid dries, the surface of the board is conditioned for easier erasing. K2 is sanitary, clean and non-toxic. It is slightly antiseptic and is available in pint and quart sized cans. New York Silicate Book Slate Co., Inc., 541 Lexington Ave., New York 22.

For more details circle #460 on mailing card.



A partial list of school and institution users. SCHOOLS
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Horwalk Schools
Norwalk, Calif. Norwalk Schools Norwalk Calif.

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National Multi-purpose School Furniture



Trapezoidal Multi-Mode Table, No. 2330

Meets Every Classroom Requirement

In this complete line of multi-purpose school furniture, National has incorporated the experience and craftsmanship gained in more than a quarter of a century devoted to the development of institutional furniture. This versatile school furniture is designed for maximum flexibility. It may be easily arranged and rearranged for an infinite variety of uses. It is highly efficient and modest in cost — adaptable to any school budget.



Round Table, No. 2320



Utility Table, No. 2300



With the NATCOLITE
Laminated School Top

Every table and desk in the National line has a Natcolite top, surfaced with Nevamar laminates in wood-grain patterns specially developed for uniform low light reflectance and banded with matching Wynene plastic edging. The top withstands years of punishment and eliminates maintenance problems because it never needs refinishing or resurfacing.

Write today for the complete new catalog of the National line of multi-purpose school furniture.



National School Chair No. 2610 Deluxe No. 2710 Standard





National School Desk,
No. 2020 Deluxe
No. 2120 Standard

NATIONAL SCHOOL FURNITURE COMPANY

Div. of National Store Fixture Co., Inc.

ODENTON, MARYLAND



YOU GET MORE WHEN YOU CHOOSE

THE QUALITY FABRIC-COVERED FOLDING DOOR









soap and water.

FOLDOOR means more savings! It puts idle space to active use, divides large areas into more usable units, creates new rooms—without remodeling or rebuilding.

frame takes up less space as a room divider.

Before you buy, be sure to get a quotation from the FOLDOON installing distributor listed under "Doors" in the classified section of your phone book; or write

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State

What's New ...

Cutlery Handle Combats Fatigue

Designed to relieve hand strain for the meat cutter, chef or others in the kitchen, the new Wedgelock Handle was designed by Thomas Lamb, industrial designer. Based on scientific studies of over 700 pairs of human hands, the new handle is designed to be tension-



free. It is skillfully contoured to distribute the full strength of the hand in direct relation to the job to be done, easing fatigue, increasing accuracy and

control and providing greater safety. The new Lamb Wedgelock Handle is available on the new Wear-Ever line of professional cutlery. Special blade steels were developed and scientifically tested by Wear-Ever for finest edgeholding qualities and long trouble-free service in the new knives. The Aluminum Cooking Utensil Co., New Kensington, Pa.
For more details circle #461 on mailing card.

Light Controls for Fluorescent Lamps

Luxtrol light controls used in conjunction with ballasts designed for the ap-plication offer a new low cost method of controlling the light intensity of rapid start fluorescent lamps. The problems of warm-up time and tube replacement are eliminated with this system. The Superior Electric Co., Bristol, Conn.
For more details circle #462 on mailing card.

Time Stamp Operates Automatically

A changeable word roll incorporated into the Model ARWR Rapidprint Time Recorder permits reports, tests, papers and other matter to be time-stamped for start and finish, coded and identified as to department, with one motion. Dieplates on the word roll are supplied according to specification and can be changed by a single motion of the hand. The machine can thus be used on a personalized basis by all departments. Each impression is clear and easy to read and penetrates carbons without blurring. A sensitive electric trigger ensures easy and instantaneous action and the recorder can be locked to prevent tampering. Rapidprint Time Recorders, Middletown, Conn.
For more details circle #463 on mailing card.

(Continued on page 214)



Auditorium, E. C. Glass High School, Lynchburg, Virginia, equipped with 2,116 full-upholstered Bodiform Chairs.

Superintendent: Paul M. Munro. Architect: Pendleton S. Clark.



School and community programs benefit by

American Bodiform Auditorium Chairs



Automatic, uniform folding, silent, 3/4 safetyfold seat action allows more room for passing and sweeping. No pinching or tearing hazards. Also available with folding tablet-arm.

The finest service to your school, plus a practical means of stimulating greater attendance at community programs, will make these chairs an investment of maximum value.

American Seating quality and design insure utmost luxurious comfort, impressive beauty, unexcelled durability, low maintenance, Acoustically the fabric upholstery compensates for seat vacancies. Expert planning assistance will be provided by American Seating Engineers. Write for detailed information.

American Seating Company WORLD'S LEADER IN PUBLIC SEATING

Grands Rapids 2, Michigan · Branch Offices and Distributors in Frincipal Cities rs of School, Auditorium, Theatre, Church, Transportation, Stadium Seating, FOLDING CHAIRS

What's New.





Use your Bogen sound system for 2-way intercommunication with any classroom, for distributing recorded programs, radio broadcasts, activities originating from any classroom, emergency announcements, and for the many original applications you will think of yourself.

REGARDLESS of how much more you might spend, you cannot buy a more practical or more dependable sound system than a Bogen. Functionally designed according to the recommendations of the U.S. Office of Education, and built by the country's largest manufacturer of sound systems: David Bogen Co., Inc.

sound system

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Metal-Aire Fume Hoods for Laboratory Tables

The new Metal-Aire Modular type Fume Hoods are fabricated to meet a wide range of laboratory uses. They are made in all standard sizes in open and closed types, in single and double compartments, double hung sash type and a variety of special arrangements. Through



production methods and interchangeable parts, the new line of hoods represents a fully finished operating unit of attractive appearance and maximum utility. The superstructure is a full double wall construction, fully lined with an asbestos composition material. The internal sloping roof area is of laminated safety glass with full area fluorescent lighting. The hoods are suitable for educational, research and other institutional uses. Metalab Equipment Corp., 214 Duffy Ave., Hicksville, L.I., N.Y.
For more details circle #464 on mailing card.

Porcenell Chalkboard Provides Quality at a Price

Described as a superior classroom chalkboard at a cost within reasonable budget limitations, Porcenell offers light weight with long life in classroom use. It is easy to install and is the result of over nine years of research and development.

Porcenell is made of a new material similar to porcelain enamel with an inert, vitreous finish which does not fade or discolor with age. The micro-fine, glass-hard surface makes for easy writing and easy erasing. The chalkboard is manufactured by a newly-developed process which results in continuity of surface providing a non-porous finish that is moisture-proof and non-absorbent. It is applied by an electrostatic spray method to lighter weight steels and will not loosen or become mildewed due to excessive use of water in maintenance, according to the manufacturer.

The manufacturer reports exhaustive tests as to durability, impact, resistance. tendency to chipping, shine and other considerations, which have resulted in a high rating for the new chalkboard. Benjamin Electric Mfg. Co., Porcenell Chalkboard Div., Des Plaines, Ill.
For more details circle #445 on mailing card.

(Continued on page 216)

A Complete Line of **MODERN BUSINESS** TRAINING DESKS



Dual Purpose Typing Desk No. 23000. Used for typing, bookkeeping, accounting, shorthand and general business training. Saves the construction cost of at least one classroom!



Both adjustable and stationary typing desks are available. Wood construction absorbs machine



Art Desk No. 23540 is a favorite everywhere. Automatic mechanism lowers top gradually and in a quiet manner.



Economy Typing Desk No. 23500 has rugged construction features, modern styling and lifetime rigidity.

Also manufacturers of bookkooping dosks

Write for free catalog

DESKS of AMERICA, INC. BRIDGEPORT 6, CONN.

The NATION'S SCHOOLS

TELL YOUR GIRLS NOW ABOUT THE 1955 **SINGER** JUNIOR DRESSMAKING CONTESTS!

Now's the time for a girl to plan her summer ...she may make a winning dress while she learns to sew!

2 Big Contests — 2 Complete Sets of Prizes Totaling Over

85.000

SENIOR CONTEST PRIZES

(girls 14-17)

JUNIOR CONTEST PRIZES

(girls 10-13)

GRAND PRIZE \$1000

2nd PRIZE \$ 750

cash award or

3rd PRIZE \$ 600

scholarship funds

4th PRIZE \$ 500

GRAND PRIZE \$500

2nd PRIZE \$400

3rd PRIZE \$300

4th PRIZE \$250

cash award or

scholarship funds

PLUS a 3-day trip to New York City for the 4 top winners in each contest and their mothers!

66 SINGER* Slant-Needle* Portables

66 SINGER FEATHERWEIGHT* Portables with Automatic Zigzagger. 2nd prize for Senior & Junior regional winners.

Over 3500 De Luxe SINGER* Scissors Sets for local winners, Senior & Junior Contests.

with Automatic Zigzagger. 1st prize for Senior & Junior regional winners.

> PLUS 33 \$300 one-year scholarships for regional winners in Senior Contest who enter or are attending accredited colleges and major in home economics!

> NOTE: Families of employees of the SINGER organization and its advertising agencies are not eligible for contest.



Dolores Delora, 16, of Queen's Village, N. Y., is pictured here in the lovely summer date dress that made her the 1954 grand prize winner.

More winners than ever before! SINGER will award two complete sets of prizes; one set to winning dresses in the Senior Contest (girls 14-17); another to winning dresses in the Junior Contest (girls 10-13).

To be eligible, girls must enroll in the SINGER Junior Dressmaking Course at the nearest SINGER SEW-ING CENTER between May 2 and

August 20, and complete their dresses by Sept. 3. For just \$8 they receive eight 21/2 hour highly personalized sewing lessons.

Entry blanks with complete contest rules are available at SINGER SEWING CENTERS in U.S. and Canada. It's wise to enroll early, as classes have a limited capacity-so post this announcement today!



* AT ALL SINGER SEWING CENTERS
in the United States and Canada

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Thermo Vector Has Front Outlet Grille

A front outlet grille directs the warmed air from walls to prevent smudging in the Thermo Vector, a completely new line of along-the-wall radiation. Thermo Vector comes in one, two and three tier assemblies and may be used with steam or hot water. A complete line of accessories conceals all traces of piping and connections. C. A. Dunham Co., 400 W. Madison St., Chicago 6. For more details circle #466 on malling

Single Pedestal Desk Has Reenforced Frame

The Model No. 4230-S Single Pedestal Teacher's Desk has the frame reenforced at lower rear corners with steel corner tenons. It has full mortise and tenon



construction with molding around the bottom of panels. Drawer fronts are veneered 13/16 inch thick and drawers have hardwood veneer interior with full Engineering Improvements framed-in bottoms, dove tailed front and rear. The knee drawer has a key lock which controls all metal locking devices. Legs are of square selected hardwood, tapered and fitted with ferrules. The desk is 30 inches high with 42 by 30 inch top, in oak or maple. Williams & Brower, Inc., Siler City, No. Car.

Heavy-Duty Wax Is Spot-Resistant

The new Brown Label heavy-duty wax is spot-resistant after only four hours drying. Known as "Spot-Resistor" No Buff Wax, the new product is packed in containers similar to the old quality. Water resistance builds up fast, protecting floors against spotting from rain or slush, wet mopping, spilled food or water within a matter of hours.

When applied as recommended, the new "Spot Resistor" Brown Label spreads evenly and quickly and dries quickly to a bright clear gloss. It is self-polishing, but when mopped and buffed after heavy use, the luster returns. The new finish can be used safely on rubber, asphalt, linoleum, wood, vinyl or other type of floor and the manufacturer states it is listed by Underwriters Laboratories. S. C. Johnson & Son, Inc., Racine, Wis. For more details circle #468 on mailing card.

in FME Tape Recorder

A two belt system eliminates the possibility of wear or squeal in the new 37C FME Tape Recorder. The twospeed, dual-track machine offers a number of engineering improvements



designed to produce a more dependable and trouble-free instrument. Greater fidelity of tone is afforded by circuit modifications.

The newly designed carrying case has an attractive two-tone gray finish and control knobs have been redesigned for simpler operation, Federal Manufacturing & Engineering Corp., 211 Steuben St., Brooklyn 5, N.Y.

For more details circle #469 on mailing card.

(Continued on page 218)

Only *Floor-King*the No. 1 machine does 1 jobs

Performance of the all-new Floor-King will amaze you-on any job, any floor, any rug! Years ahead features make it more practical, more versatile, easiest for operator. This one machine will scrub, wax, polish, buff, steel wool, disc sand, shampoo a rug-wet or dry, even grind terrazzo, smooth or level concrete and clean factory floors. Designed to help you do a top-notch top-speed job-with less effort, for less money! Two complete lines priced to fit every budget ... Standard or Heavy Duty models, 14" to 23" brush size, 1/2 to 11/2 H.P Write, wire or phone today for a free on-the-job demonstration.

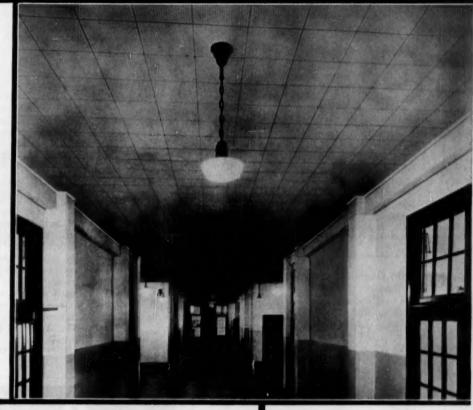
PERFORMANCE PROVED MAINTENANCE MACRINES . WORLD-WIDE SALES AND SERVICE

Literature On Request. Sales to Institutional Market through Sanitary Supply Dealers.

548 South St. Clair Street, Toledo 3, Ohio



How noisy schools become quiet halls of learning!



Johns-Manville Fibretone Acoustical Ceilings reduce disturbing noise in the corridors and classrooms of this school...help provide quiet that increases teaching efficiency.

Johns-Manville FIBRETONE ACOUSTICAL TILES reduce disturbing noise at low cost

BECAUSE distracting noise is so harmful to efficiency in any activity, practically all new building specifications include acoustical ceilings for sound absorption. However, just because your present building was constructed before sound control became an established science, there is no reason for you to be handicapped by noise. You can have a Johns-Manville Fibretone* Acoustical Ceiling quickly installed over your present ceiling.

Johns-Manville Fibretone offers an acoustical ceiling which is highly efficient yet modest in cost. It consists of 12" square panels of sound-absorbing materials in which hundreds of small holes have been drilled. These holes act as "noise-traps" where sound energy is dissipated. Fibretone is predecorated, can be painted and repainted, and is available with a flame-resistant finish.

For a complete survey by a J-M acoustical expert, or for a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. NS, New York 16, N. Y. In Canada, write 199 Bay Street, Toronto 1, Ontario. *Bug. U.S. PR. OR.



Fibretone Tiles are easily installed over new or existing construction. Hundreds of small holes drilled into the sound absorbent panels increase acoustical efficiency.



40 years of leadership in the manufacture of acoustical materials

Johns-Manville

Steel Shelving for Every Need

More than a thousand different combinations are possible with the new line of SPS Hallowell Steel Shelving. Available with or without sides and back, the shelving can be used in classrooms, libraries, offices, gymnasiums, locker rooms and wherever storage is needed. The precision manufacturing of Hallowell shelving parts permits exact fitting to form shelves for specific spaces and needs, for temporary or long time storage.

Shelves can be bolted side by side for any desired length or back to back. All bolts and nuts are cadmium plated to protect against corrosion and the shelving is finished in baked green enamel. Shelves are of 18 gauge steel, come in 35 different sizes, and can be set up or knocked down with minimum expenditure of time and effort. Standard Pressed Steel Co., Jenkintown, Pa.

For more details circle #470 on mailing card.

Accordion-Fold Doors Have Wood Panels

Vertical solid panels of wood are used in accordion-fold Panelfold Doors. They are connected with color-fast, flame-resistant, non-cracking B. F. Goodrich vinyl resin. Individual panels are hinged with



series of pantograph self-aligning aluminum mounting units providing smooth, even action. All panels, regardless of number, remain in perfect alignment when hanging, as well as during movement, according to the manufac-

The doors are supported at the top only, eliminating the need for floor guides or bottom tracks. Nylon wheels and heavy brass bearings glide in an extruded aluminum overhead track. The new doors are available in a wide selection of woods and may be had in most finishes and color combinations. They provide freedom and flexibility in modern doorway design and wherever movable partition is needed. Panelford Doors, Inc., 3951 E. 10th Court, Hialeah, Fla.
For more details circle #471 on mailing card.

Folding Table Has Steel Frame

Arc-welded 14 gauge structural steel forms the single piece framework of the new Sico "2300" folding table. Strength and rigidity are assured and the table has a built-in handle for easy portability when folded. The table has plastic laminated-bonded over a hardwood core, pressed wood or 3/4 inch fir plywood top, depending upon need. It is available in 6, 7 and 8 foot lengths, 30 inches wide. The tables fold flat for storage. The steel frame is available with painted or zinc lustron plated finish, with legs tipped with steel glides or rubber crutch tips. Sico Manufacturing Co., Inc., 6045 Pillsbury Ave. S., Minneapolis 19, Minn.

Corbin Locks and Latches Are Redesigned

The redesigned and reengineered "900" Series of Corbin Unit Locks and Latches incorporate the Corbin exclusive locking principle which makes for easy and fast installation. The Unit Locks have frames made of strong extruded brass metal and all internal parts are made of non-ferrous metal or zinc-plated, dichromated steel. P. & F. Corbin Div., The American Hardware Corp., New Britain, Conn.
For more details circle #473 on mailing card.

(Continued on page 220)

SCHOOL INCINERAL

-Saves Refuse Hauling Charges —Pays for Self in 6 to 12 Months -Burns Wet or Dry Refuse

Winnen School Incinerators save more than their cost in refuse hauling charges within the first six to twelve months, according to thousands of sat-isfied users. Burn wet or dry refuse, or mixed. Choice of fuels. No fuel needed to burn dry refuse. Oversize feed doors permit you to feed crates and boxes without breaking them

Winnen Incinerators can be installed indoors or out, take up little space. Grates are heavy gray-iron castings. You never have to "fish out" cans or non-combustibles through

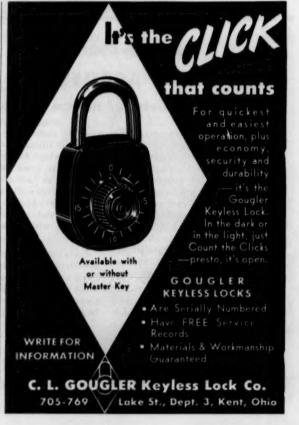
or non-combustibles through the feed doors because the grates dump completely. Combustion chamber is lined with heavy refractory material, shell is heavy galvanized steel. Optional equipment is available, such as prefab chimney, automatic fuel control, etc.

Two styles. The Model C is available in 4, 10, 15, 20 or 30 bushel sizes. It is ideal for burning refuse that is free from smoke and odors. The Model C-2 is equipped with a secondary combustion chamber for smokeless and odorless operation. Ideal for use in or near municipalities where all smoke and odor must be eliminated, the Model C-2 conforms to the most rigorous building codes everywhere.

Winnen Incinerators are shipped knocked down with complete, easy-to-follow directions for installing. Any handy man can set up a Wincinator quickly and easily. No brickwork or masonry. Easy to relocate later if you wish. Send for literature and prices. No obligation. Use the inquiry card or write today to: Winnen Incinerator Co., 932 Broadway, Bedford 27, Ohio.



Model C-10









THE FIRST PEABODY DESK

Over 52 years ago the first Peabody School
Desk was placed in service in Winchester.
Kansas. Since that time millions of
Peabody Desks have made their contribution to American education. Those
of us here today, who are a part of
this great organization, are proud of
our heritage and the responsibility it entails.





PERBODY

NORTH MANCHESTER INDIANA

No One Ever Regretted Buying Quality



Executone gives you instant voice-to-voice contact with every part of the school

Basier, more efficient administration can be achieved with this modern low cost intercom system. Executone meets all essential communication needs of every school!

Just push a button-for instant twoway contact with every classroom . . to quickly locate roving personnel ... to make announcements

Toucher's privacy protected-Principals can study teaching methods via Executone. An optional indicator lamp signals when the "line" to a class is open. Calls to principal's office are signalled by chime and light.

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drills, Executone prevents confusion ... quickly locates nurse or doctor safeguards life and property.

Easy to operate — dependable — This simplified intercom system has no complicated control panels . . no microphones . . . no headsets or telephone receivers.

sasily installed in existing and proposed schools. Large or small schools can expand their Executone with record turntables, radio tuners and public address speakers.

A time clock can be used in conjunction with Executone to automatically signal class periods.

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PECULONE HOOL INTERCOM SYSTEMS anulacturers of School-to-Home	### Also Lexington Ave., New York 17 ### Also Lexington Ave., New York 17 ### Without obligation please send: Free descriptive literature. Name of nearest representative. name
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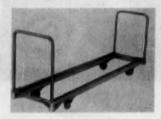
Mail coupon today! In Canada - 331 Bartlett Ave., Toron

What's New ...

Chair and Table Trucks Handle Any Size

Designed to transport and store folding chairs of any width, the new Roll-Away Chair and Table Trucks have a capacity from 30 to 45 chairs. The heavy steel formed channel, electric welded frame has aluminum corner posts which are interchangeable according to need. They are bolted on, permitting easy removal of the sturdy seamless tubing

The trucks are designed for understage storage if desired and have four 4 inch swivel casters for easy transporting, even when loaded. Chair trucks are available in three models, 20 by 72



inches, 20 by 96 inches and 20 by 120 inches, and table trucks in 30 by 72 inch size. Table trucks have the same sturdy design and construction as chair trucks and will handle twelve folding tables of any size. Grogg Bros. Mfg. Co.,

Spring Grove, Pa.
For more details circle #474 on mailing card.

Silk Screen Unit for Classroom Instruction

A professional type Silk Screen Unit is being made especially for school instruction use. Quality materials and a complete instruction book are included in the kit. Water soluble colors which have no toxic effect and which produce no fire hazard are supplied. Replacement supplies are also available. KS Supply Co., 4975 N. Santa Monica Blvd., Milwaukee 17, Wis. For more details circle #475 on mailing card.

Two-Way Action
Speeds Sanding Operations
The Model D.A. Dual Action Easy Finisher is a completely new unit that moves in two directions at the same time, according to the manufacturer. The sander is designed to cut abrasive costs materially and to get a smooth finish quickly. It can be used for sand-ing, scuffing, feather-edging, discing, polishing and buffing all materials, whether wet or dry, and is equally effective for heavy removal or fine finishing. The dual action speeds operation in any finishing work. Detroit Surfacing Machine Co., 1333 E. Eight Mile Rd., Detroit 20, Mich.
For more details circle #476 on mailing card.

(Continued on page 222)

The NATION'S SCHOOLS

TO INSURE GREATER COMFORT.... WITH LOWER MAINTENANCE COSTS

New Honover High School

Gymnosium and Class Room Additio
Wilmington, North Carolina

Leslie N. Boney, architect

Choose



Your school board can profit by the experience of other boards that have earned the gratitude of the communities they serve by providing Auto-Lok windows to create beautiful modern schools and give greater comfort, operating ease, and reduced maintenance costs through the use of Auto-Lok windows.

Auto-Lok windows are engineered to provide schools with every important quality required for this special use. Countless successful school installations, continuing work with the architects of hundreds of America's most modern schools, and the specialized skills gained through designing and producing windows for outstanding public buildings all contribute to Ludman's leadership in school window installations.

The coupon will bring you, in full detail, the information you need to look ahead in your selection of school windows. To learn why Auto-Lok windows meet the ten most important requirements that experts* agree are really important in a window to learn how Auto-Lok windows insure healthful fresh air, even when it's raining to learn of such savings as reduced fuel costs to learn how you save with windows that are washed from the inside send the coupon today.

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LUDMAN AUTO-LOK CONTROL BAR WINDOW

Ludman Corporation

Dept. NS-5

North Miami, Fla.

Please send me full information on Auto-Lok windows for modern schools.

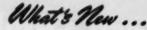
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Name......Title....

*Geoffrey Baker and Bruno Funaro in "Windows in Modern Architecture"

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LUDMAN LEADS IN WINDOW ENGINEERING





REPORT CARD

Date: 1955

Name: Califone Model 10P2-5

Address: Classrooms, U.S.A.

SUBJECT	GRADE
MUSIC APPRECIATION	A+
SPEECH	A+
ENGLISH LITERATURE	A+
HISTORY	A+
LANGUAGE	A+

REMARKS:

Excellent CONDUCT \$ Superior PERFORMANCE \$

Outstanding QUALITIES #

1 Easiest Portability...

Weighs only 20 lbs.

Proven Dependability...

Engineered to rigid requirements of a professional instrument.

True High Fidelity...

- Equipped with:

 Variable reluctance cartridge
- 12" Custom Concert Speaker Separate tone control for treble and bass

Maximum Versatility...

- 3-speed turntable to play "-16" recordings
- Mixer control for microphone
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 Ample volume for 1000 students

SIGNATURE:



Please send FREE Illustrated 8-page catalog.

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Vertical Conveyor for Books and Records

Books, records and documents are transferred with speed and convenience with the Uni-Strand Vertical Conveyor. The Conveyor is a vertically moving belt with finger type carriers, each designated for unloading at a specified area. It is designed for specific application and



can be arranged for loading and unloading at any given number of floors. Loading is done manually but unloading is an automatic procedure. Samuel Olson Mfg. Co., Inc., 2433 Bloomingdale Ave., Chicago 47.
For more details circle #477 on mailing card.

High Quality Projector at Low Price

The new Model V-45 Viewlex 500 watt single frame filmstrip projector has all new features and is described as offering highest quality at lowest price. Features of the new precision engineered projector include a 5 inch Luxtar color corrected coated anastigmatic lens with 3 and 7 inch lenses available for use without any change in the optical system. The exclusive Viewlex Airjector and Venturi chimney forcing the hot air away from the lamp are used to keep the projector cool during operation.

The V-45 is made completely of diecastings and offers simplicity in action. Motor and lamp control are individualized and controlled by separate switches. The Viewlex technic assures positive framing of pictures and the cooling system protects films during showings. Viewlex, Inc., 35-01 Queens Blvd., Long Island City 1, N.Y.
For more details circle #478 on mailing card.

Institutional Formula for Bleaching Cleanser

The benefits of a modern grease-cutting cleanser specially designed to remove stains and brighten porcelains are to be found in the new formula cleanser, Bab-O with Bleach. Developed especially for institutional use, Bab-O with Bleach is available only through institutional wholesalers, jobbers and maintenance suppliers. B. T. Babbitt, Inc., 386 Fourth Ave., New York 16.
For more details circle #479 on mailing card.

(Continued on page 224)

GENUINE BRONZE



MEMORIALS

HONOR ROLLS

DONOR PLATES

PORTRAIT TABLETS

ORNAMENTAL LIGHTING FIXTURES

in Wrought Iron, Bronze and Aluminum produced to your order.

WRITE FOR ILLUSTRATED CATALOGS







Transport and store your folding tables and chairs the easy, modern way with Manroe All-Steel Trucks. Each truck is designed to handle either tables or chairs. Construction of Truck No. TSC permits storage in limited

Above: Transport-Storage Truck No. TSC

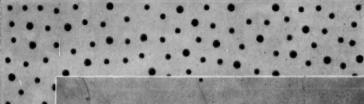
ight: Transport





WRITE FOR BEAUTIFUL NEW CATALOG, No. 300, PRICES AND DISCOUNTS

THE THOMEN COMPANY



The Lowden School: South Euclid, Ohio

Architect: Spahn and Barnes
Acoustical Contractor:

The Air-Way Insulation Co.

Acoustical Material: Armstrong Minatane



This noise-quieting ceiling cuts maintenance costs

Balancing maintenance savings over a period of years against initial cost prompted the selection of acoustical ceilings of Armstrong Minatone for corridors in the new Lowden School. In addition to exceptional noise-quieting efficiency, these Minatone ceilings provide two distinct economies. First, Minatone is quickly and easily cleaned because dust and dirt do not cling readily to its surface. Second, because the Minatone is suspended on exposed channels, easy access to utility lines concealed above saves time—and money—in routine servicing of pipes and ducts.

Muffles noise... Minatone is highly effective in silencing noise, absorbing up to 80% of the sound that strikes its surface.

Good looking . . . The new Full Random perforation pattern creates a casual, modern ceiling design that adds distinctive beauty to any interior, contemporary or traditional.

Fire safe . . . Made of a mineral fiber, Minatone can't burn. According to Federal Specifications, it is rated incombustible.

Light reflecting... Minatone's smooth, white surface reflects 79% of the light striking it, providing glare-free illumination.

Quickly installed . . . Minatone is easily installed by cement, nail, screw, or mechanical suspension methods with a minimum of labor time. Get full details on the complete line of Armstrong Acoustical Materials from your Armstrong acoustical Contractor. For free 1955 edition of "Armstrong Acoustical Materials," write Armstrong Cork Company, 4205 Wabank Avenue, Lancaster, Pennsylvania.



ACOUSTICAL MATERIALS

Cushiontone® * Travertone* * Minatone®

Arrestone® • Corkoustic® • Perforated Asbestos Board

Reading Easel Has Movable Page Holders

Books and magazines are held in the proper position for reading without strain or effort with the new Endolane Reading Easel. It can be placed on a desk, lap, chair arm or other surface and is equipped with movable page holders which hold the place indefinitely. Hands are freed for writing, note taking, typing and other adjuncts to study. It can be used with laboratory, workshop or demonstration materials, as a lectern, and as an inexpensive copy holder in typing and other classes. There are three reading angle adjustments to ensure comfortable reading with good pos-

The easel folds flat for storage or carrying and is sturdily built for long



hard use. The standard model is made of dark brown tempered Masonite with felt pads on the base. It can also be made in other materials on order. The easel is available in the standard model for books up to 21/2 inches thick, in the reference model for books up to 4 inches thick, and in the jumbo model. Endolane Enterprises, Rte. 3, Box 455, Antioch, Ill.

For more details circle #480 on mailing card.

Safety Guard Completely Encloses Knives

The new DeWalt shaper guard which surrounds the cutting head and all exposed sides as well as the top of the shaper allows complete enclosure of every possible approach to the knives during operation. The motor and cutting mechanism are suspended above rather than below the work surface, leaving only space beneath the shaper guard free for the feeding of material into the knives. DeWalt Inc., Lancaster, Pa. for more details circle #481 on mailing card.

Atlas Jig Saw Has Improved Drive Mechanism

The new Atlas 24 inch jig saw is designed to cut any type of material including wood, composition, plastic, fiber, bone, ivory or metal. It works fast and accurately and has few moving parts. The weight of each part is accurately balanced in relation to the weight of every other part, resulting in smooth

(Continued on page 226)

operation. The 14 inch square ground gray iron table tilts on two widely spaced trunions. The tilt is 45 degrees to the



right, 15 degrees to the left with a 90 degree swivel to handle angular cutting of long stock. Atlas Press Co., 2675 N. Pitcher St., Kalamazoo, Mich. For more details circle #482 on mailing card.

Spot Free Dishes With Rinsemaster Unit

Fast drying and spot-free dishes without towelling are possible with Zerospot rinse additive and Rinsemaster electronic control unit. The Rinsemaster fits under the rack tables of dishwashing machines and, each time the final hot water rinse operates, automatically supplies the correct amount of concentrated Zerospot compound to the rinse tank. The Diversey Corp., 1820 Roscoe St., Chicago 13.
For more details circle #483 on mailing card.

CORONET FILMS

can help maintain high instructional standards in today's crowded schools

Millions of young people-from kindergarten through college-have learned more in less time from Coronet films. Each is carefully designed to fit curriculum objectives . . . make study more interesting . . . stimulate purposeful learning . . . increase retention of useful knowledge . . . and guide pupils toward a better understanding of the world around them. In addition, good educational films are inexpensive and easy to use. Here are twelve of the newest additions to Coronet's catalogue of superior instructional films:



Instruments of the Band and Orchestra: Introduction Instruments of the Bond and Orchestra: The Brasses Instruments of the Bond and Orchestra: The Percussions Instruments of the Bond and Orchestra: The Woodwinds Instruments of the Orchestra: The Strings Mexico: Geography of the Americas Central America: Geography of the A The Aziecs . Life on a Cattle Ranch Ohm's Law * Life on a Sheep Ranch Belgium and the Netherlands: Lands and Peoples

These outstanding films are now ready for inspection. For complete information on how you may obtain these and other Coronet films—rental or purchase—write for your free 1955-1956 catalogue of Coronet films... describing more than 600 of the newest and finest in educational films. Simply address:

CORONET FILMS . Dept. NS-555 . Coronet Building . Chicago 1, Illinois

For Information On How To Reduce Your Floor Maintenance Costs

MAIL THIS COUPON WITHOUT OBLIGATION, please send information about best way to take care of floors made of:

pproximate floor area:square feet,

General

EXTRA HEAVY-DUTY MACHINES

No Matter What Your Floor Problem,

All GENERALS are heavy-duty machines. Quiet, easy, money-saving operation—perfectly balanced! Wax! Polish! Buff! Dry Clean! Refinish! Sand! Scrub! Shampoo Rugs! Use everywhere—on wood, asphalt, tile, marble, rubber, linoleum, cork, terrazzo.

Sealed-in lubrication. Minimum brush replacement.

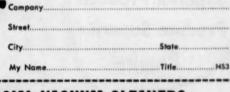
It's GENERAL for Maintenance-free operation. Engineered the quality way—to last!

Rug shampooing attachment available on Models 14, 16, 18.



Regardless of your floor problem, there's an engineered GENERAL to "fit the job." Write for proof

Model K.14



COMMERCIAL VACUUM CLEANERS

GENERAL Guarantees Complete Satisfaction!

Specify GENERAL COMMERCIAL VACUUM CLEANERS for more of everythings...11/4. Horsepower, 70" Water Lift, Air Volume, Speed, Economy, 1-2-3 Ease on Dry and Wet Picksum.

WORLD'S FASTEST HOSE ATTACHING

Bail-bearing, swivel snap attachment ends time-wasting coupling, and uncoupling nuisance. 35-foot cord goes everywherel

Powered by the perfect By-Pass Motori Tested and opproved!



General FLOORCRAFT, INC. 421 HUDSON STREET, NEW YORK 14, N. Y.

Established 1930—World's Only Mfr. of Complete Line of Floor Machines

Neumade

PROTECTS

YOUR

FILMI

ALL STEEL COMBINATION STORAGE UNITS

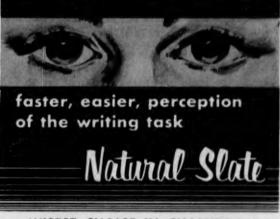
YOU CAN BE SURE that your stored films will be safe from dust, heat or dryness with NEUMADE COM-BINATION STORAGE UNITS!



Model MM-119-A proctical storage cobinet for the varied film library. Holds 400, 800, 1200, 1600 ft. reels; 100 filmstrip cons plus utility drawer in base. Overall size: 30" wide, 70" high, 16" deep. Over 30 models to choose from. Write for free cotolog.

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PRODUCTS CORPORATION 250 West 57th Street New York 19, N. Y.



WISEST CHOICE IN CHALKBOARDS

Only Natural Slate gives you all these advantages:

- · Faster, easier visual perception
- · Adaptable to any color scheme
- · Unsurpassed writing qualities
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- · Time-proven long life
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Write for informative Literature

PENNSYLVANIA SLATE PRODUCERS GUILD INC. 205 Realty Building Pen Argyl, Penna.

500 Million Years in the Making . . . Natural Slate







That's why most schools supply their students with GOLD MEDAL art materials. Time-tested, labora-tory-tested, studio-tested, and classroom-tested, they meet all quality and color standards of the National Bureau of Standards.



CRAYOLA®-the universally preferred crayon. Comes in 48 colors. Also available in extra large size.



ARTISTA® Water Colors - sensaproved formula brilliant in color

and effectiveness.



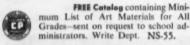
ARTISTA® Powder Point— highly attractive for its in-tense, velvety colors and great



ARTISTA Tempera—extensively used for arts and crafts proj ects. Combines effectively with CRAYOLA Crayon.



GENIE HANDIPAINT® -all-purpose dry color used for screen printing, finger, brush and tool painting.

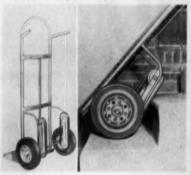


BINNEY & SMITH INC.

380 Medison Ave., New York 17, N. Y.

Hand Trucks Have Stair Protective Glides

Non-mar, easy operating stair glides facilitate transport of equipment and supplies up and down stairs. Rubberized fabric V-belts on the glide assemblies of the G1152 and G1052 Series Trucks make for easier operation of the trucks without damage in any manner to stairs



having finished surfaces. Less effort is required to transport loads up or down as the glide assemblies are positioned to permit a smooth movement parallel to slope of curbs or stairs.

Of all electrically welded tubular steel, the trucks are designed to handle cases, crates, cartons, kegs, bags, drums, barrels or small equipment. They are available with single or double handles, open or solid plate noses in 5, 7 and 9 inch lengths. For both indoor and outdoor use, the trucks have 6 or 10 inch roller bearing, semi-pneumatic rubber tired wheels. Nutting Truck and Caster Co., 1201 W. Division St., Faribault, Minn. For more details circle #464 on mailing card.

Latex-Alkyd Interior Paint Is Ready to Use

Ready-To-Use Luminall is the name given to a new latex-alkyd interior paint that requires no mixing and has a builtin primer, sealer and undercoat. It is designed for application to any interior surface, including cement, brick, plaster, wallboard, woods, wallpaper, cementasbestos compositions, and surfaces previously painted with oil flats, enamels and resin emulsion paints.

The new paint is completely washable. Both non-porous and non-absorbent, it is easy to remove pencil, crayon, ink, grease and other dirt from the surface. The combination of alkyd and latex enables the paint to seal itself and the surface too. The paint has easy brushing qualities and it can be applied by roller, brush or spray. It dries quickly but brushes and other equipment can be cleaned with soap and water. Ready-To-Use Luminall is available in twelve colors and can be intermixed in an endless variety of colors. Luminall Paints, Division of National Chemical & Mfg. Co., 3617 S. May St., Chicago 9. For more details circle #405 on mailing mailing card.

(Continued on page 228)

OVER A LION USERS

OOR HOLDERS

A Style and Size for Every Door-**Popularly Priced**

The Only door holder with removable and replaceable Steel reinforced Rub-ber Shoes that will not mar any floor or flooring surface.

See the Complete Line of Grand Safety Door Holders on Display at your Hardware or Lumber Dealors _____ SEND FOR CATALOG

GRAND SPECIALTIES CO. Pept. 18, Chicago 22, III.







Visibly better features of construction and design make Bargen-designed classroom furniture by General the first choice of particular school officials.

Bodytone seats encourage upright pasture, discourage slauching, reduce faligue. Exclusive palette-shaped desk top lends needed support to writing arm. Seat and desk height adjust quickly to fit any pupil. Pedestal shape cuts clean-up time in half, saves up to 30% of floor space.

Principals, teachers, pupils and janitors everywhere agree. Bargen-designed General school equipment is truly tops in beauty, comfort and practical design.

WRITE FOR LITERATURE





13



Announcing...<u>all-new</u> Dodge school buses — new safety, power, and handling ease

New Dodge "Job-Rated" School Bus Chassis provide the safest, most dependable school transportation you can buy!*

New features everywhere meet your needs more fully. Improved duplex brakes, for instance, assure safer, more positive stopping action, whether the bus is moving forward or in reverse! New heavier frames of increased strength and capacity mean added protection for passengers.

New Dodge School Buses are safety-powered, too, with great new Power-Dome V-8 engines and famous sixes that can be depended upon to get you through, under any conditions. Ranging from

110 hp. to 193 hp., these engines are "Job-Rated" to meet your requirements for economy, as well as power.

New refinements in steering, coupled with the shortest turning diameters of all leading comparable school bus chassis, make maneuvering easier, traveling safer!

You'll find that there are dozens of reasons why a Dodge "Job-Rated" School Bus Chassis will better serve both you and your pupils. The man to see is your friendly Dodge dealer. He is always ready to assist you in selecting the one best answer to your transportation needs.

*Dodge School Bus Chassis and equipment meet or exceed all safety standards recommended by the National Conference on School Bus Standards.

DODGE "Job-Rated" School Bus Chassis

School Bus Chassis for Bodies Accommodating 30, 36, 48, 54, and 60 Passengers



MODEL FSE, FSE-153" WB 10,500 and 12,000 lbs. G.V.W. For 30 and 36 pupils.



MODEL HS6, HS8-193" WB 14,500 and 16,000 lbs. G.V.W. For 48 pupils.



MODEL HSS, HSS-217" WB 14,500 and 17,000 lbs. G.V.W. For 54 pupils.

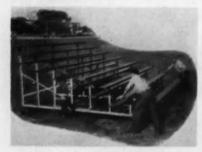


MODEL JSS, JSS-217" WB 17,500 lbs, G.V.W. For 54 pupils.



Vol. 55, No. 5, May 1955

Bleacher Unit Is Readily Mobile



A wheel unit, which is readily engaged and disengaged by an ingenious lug and clip design, makes the Standard Mobile steel bleacher easily and quickly moved, without dismantling and

The new Mobile Steel Bleachers can be used in any area, indoors or outdoors, and are readily moved through attaching the wheel unit which has pneumatic tires and roller bearings for easy rolling even over rough or soft ground. The new bleachers are available in units ranging from two to ten rows of seats and in standard 15 foot lengths. One set of wheels is sufficient to move any number of individual sections. Standard Steel and Supply Co., Three Rivers,

For more details circle #486 on mailing card.

Color Tube System for Custom Paints

Surfastyle Custom Colored Paints is the trade name of a new paint color tube system for both interior and exterior use. The new Surfastyle System gives 324 colors with only two bases in each finish, including Interior Flat, Gloss, Semi-Gloss, Deluxe Alkyd Enamel and Exterior House Paint. One, two or three of the twelve paint colorants is added to the proper base to make any selected color.

The new paints can be easily mixed to uniform consistency by hand because of the complete compatibility of both colorant and base paint. McDougall-Butler Co., Inc., 2929 Main St., Buffalo

For more details circle #487 on mailing card.

Belt and Disc Sander Effective on Most Materials

Horizontal or vertical operation is possible with the new Duro combination belt and disc sander. The sanding surfaces can be used individually on wood, plastics and metal. A "preloaded belt tensioning" lever allows fast changing of belts without re-tensioning and re-tracking on all new belt installations. Duro Metal Products Co., 2651 N. Kildare Ave., Chicago 39.
For more details circle #488 on mailing card.

(Continued on page 230)

Addressing Machine Offers Simplified System

Fast mechanical addressing is possible with the new system used with the Model 90 Master Addresser. Master slips, on which the name and address have been typed, are reenforced by Holder Cards and fed through the machine automatically. One typing of the desired information will print the data wherever desired. Prints are made by a clean chemical transfer process.

Addresses can be read before printing, can be skipped as desired, or held for repeat impressions. As used, the address



cards stack in the same order and can be replaced in the file without re-sorting. They fit three by five inch card trays and can be equipped with tabbed index guides. The system is low in cost and offers added utility in the file. Master Addresser Company, 6500 W. Lake St., Minneapolis 16, Minn.
For more details circle #489 on mailing card.

Low Cost Multi-Purpose Rooms

with Engineered **Timber Construction**

You are looking at a wise school investment. This multi-purpose room has no posts or bearing partitions, so is adaptable for a gymnasium, auditorium, cafeteria, library or classroom. Yet both initial and upkeep costs are gratifyingly low, and heavy timber beams are unexcelled for safety and effective resistance to destruction by fire.

For information about the permanence and economy of engineered timber construction of modern school plants, see your nearest Timber Structures representative, or write us for the informative booklet, "Modern, Functional Schools." It may well help you make a significant saving in the cost of your new school buildings.



Multi-purpose room of Lakeland Elementary School, Redondo, Washington, is 56' x 87', with glulam eams eliminating the necessity of bearing partitions. Architect was John W. Maloney, Seattle

Offices in Ramsey, N. J.; Garden City, N. Y.; Chicago; Ferndale, Mich.; Kansas City; St. Louis; Minneapolis; Boston; Columbus; Des Moines; Decatur; Wichito; Dallas; Houston; Birmingham; Charlotte; Memphis; West Hartford; Seattle; Spokane; Denver.

TIMBER STRUCTURES, INC. OF CALIFORNIA . Richmond, California Local Representatives throughout the United States and Canada

SPECIFICATIONS...

for Satisfying School Seating...



GRIGGS AIRLINER No. M-700 Desk with No. 740 Chair To Answer All These Specifications:

Welded, Heavy-Gauge Tubular FRAME: Steel

BOOK BOX: Die-formed, heavy-gauge, embossed for strength.

Sturdy Hardwood Plywood. DESK TOP: With or without plastic face.

COLORS:

METAL: (Check One) Taupe, Beige, Coral, Sage Green, or Ocean Blue.

WOOD: Natural or School Brown.

CHAIR:

Tubular frame, comfortably curved plywood seat and back.

LASTING QUALITIES: Good for Years.

Any information not covered in above specifications can be secured by writing your Griggs Distributor or direct to

Equipment Company

BOX 630 BELTON, TEXAS

0

Product Literature

· An engineering report on Wakon, a formulation of a rigid copolymer vinyl chloride created especially for the Wakefield Ceiling diffuser, has been released by the F. W. Wakefield Brass Co., Vermilion, Ohio. Detailed information and provisions of the three year warranty are included.

For more details circle #490 on mailing card.

• The 1955 Catalog of Johnson plastic table tops is available from Johnson Plastic Tops, Inc., Elgin, Ill. Featured is a table top with the new Type "GG" edge which sweeps back under the table, creating an unusual and massive effect.

• The installation, operation and advantages of finned tubing for radiant panel heating installations are discussed in Bulletin No. 155 available from Kritzer Radiant Coils, Inc., 2901 Lawrence Ave.,

Chicago 25, For more details circle #492 on mailing card.

· Specifications and prices on Columbian metal working, workshop, wood-workers and woodcraft vises are given in the new two color catalog issued by The Columbian Vise & Mfg. Co., Cleveland 4, Ohio. Numerous vise accessories and replacement parts are included as are

two new models.

For more details circle #493 on mailing card.

• Bulletin D-200 on Dur-A-Bilt Bleachers for athletic field seating has been released by Playtime Equipment Corp., Mars, Pa. The four page bulletin discusses the engineering and construction features of the new bleacher and includes several installation photographs.
For more details circle #494 on mailing card.

· Catalog No. 151 is a guide to the selection of propeller fan type ventilating equipment available from Ilg Electric Ventilating Co., 2850 N. Pulaski Rd., Chicago 4. Specifications and other installation data are given on the line of propeller fans. The attractive 36 page catalog contains detailed illustrations of construction features and case study photographs picture a wide variety of in-

For more details circle #495 on mailing card.

• Form RS 100A serves as a guide in the selection of the correct Ruud water heater to conform with use standards of the American Gas Association. Brought out by Ruud Mfg. Co., 2025 Factory St., Kalamazoo 24F, Mich., the eight page catalog contains illustrations and descriptive data on the 12 Ruud models for institutional use.

For more details circle #496 on mailing card.

• The construction features of Tolco Tops for industrial arts benches, work benches, laboratory tables and kitchen

(Continued on page 232)

and cafeteria counters are discussed in a folder published by The Tolerton Company, 265 N. Freedom Ave., Alliance, Ohio. The four page color folder, entitled "Precision Built Bench Tops," uses pictures, graphs and line drawings to explain the uses and advantages of a laminated hard maple top.

For more details circle #497 on mailing card.

• Catalog F 6597, released by Barber-Colman Co., Dept. 766, Rockford, Ill., contains complete information on the Uni-Flo square, rectangular and linear ceiling diffusers. Performance data, installation methods and dimension drawings are included in the 28 page catalog. For more details circle #498 on mailing card.

• Bulletin No. 1154 is a technical brochure designed to assist the architect using Porcelpanels of porcelain enameled steel or aluminum. Brought out by Ingram-Richardson Mfg. Co., Beaver Falls, Pa., the 12 page brochure includes construction details, illustrations and specifications.

For more details circle #499 on mailing card.

• The entire line of B & J Photo Equipment manufactured by Burke & James, Inc., 321 S. Wabash Ave., Chicago 4, is described and illustrated in the 55th Anniversary Catalog, No. 154-K. An alphabetical index facilitates reference to products.

For more details circle #500 on mailing card.



Mr. Cram Man Has the Answer To Your Dream

CRAM GRADED PROGRAM

It's New - It's Wonderful Progressive Educators Are Praising It.

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MARKABLE - KLEENABLE Surface E-Z to Mark-on and Rub-off

Bring your teaching aids up to date. Let us make a FREE Map and Globe survey of your entire school from kindergarten thru High School.

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Put shock-absorbing Bassick Rubber-Cushion Glides on school tables, chairs, desks and similar furniture and your floors will never flunk inspection! Broad, flat base of highly polished steel whispers across floors with never a mark. Start using them today - your floors deserve them. THE BASSICK COMPANY, Bridgeport 2, Conn. In Canada: Belleville, Ont.





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without Dangerous Acids

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Harmless to Skin - Non-Corrosive to Equipment

Removes and prevents lime on dish machines, dish tobles, steam tables, bain-maries, glass-ware, and miscellaneous stainless steel equip-ment. Organic acid detergent, harmless to Simple, effective to use.

Write for Information On Your Lime Problems



Visit us at the National Restourant Show



Porcelain

New "CHF" 939-254 table with chrome column, porcelain enamel base

Enamel makes it practical!

You have a wide choice of colors in "CHF" tables and stools to harmonize with interiors . . . add a distinctive touch that's pleasing to customers. Porcelain enamel and new Sanite finishes resist marring and scratching. They're glistening smooth and easy to maintain. "CHF" cast construction assures a lifetime of service!

NEW! Stool Bases For Mounting Tables to Floor!

No chance for tables to tip over with bases mounted permanently to floor. Maximum foot and leg room is provided. Floor maintenance is easier. Bases are easily installed with "CHF" floor attachments and table top spiders.

402-254 "T" Table Bases, Pomeroy's, Inc. Reading, Penna. "T" bases can be used for





Write for Color Brochures Showing Complete "CHF" Line of Stool and Tables

DISTRIBUTORS IN ALL PRINCIPAL CITIES

THE CHICAGO HARDWARE FOUNDRY CO.

3355 Commonwealth Avenue, No. Chicago, III.



City____Zone__State____

• The advantages of well designed steam cooking equipment are discussed in a flyer released by The Cleveland Range Co., 3333 Lakeside Ave., Cleveland 14, Ohio. Entitled "15 Reasons Why," the inustrated flyer points out construction features and things to look for when buying a steamer for the school or hospital kitchen.
For more details circle #501 on mailing card.

· "Fenestra for Schools" is the title of a new brochure brought out by Detroit Steel Products Co., 2250 E. Grand Blvd., Detroit 11, Mich. Prepared as an aid to architects and engineers interested in school design, the brochure contains pictures and detachable architectural details relating to the use of the company's Fenestra panels, sash and doors in school buildings.

For more details circle #502 on mailing card.

• A brief history of roofing is presented in a humorous, cartoon-type manner in a new 20 page booklet, "Roofing—Then and Now," published by Twinsburg-Miller Corporation, Twinsburg, Ohio. Extensive research went into preparation of the factual historical data on roofs which is presented. Also included is the story of modern Glasfab fiber glass roofing membrane.
For more details circle #503 on mailing card.

 Precision timing instruments by Min-erva are presented in Catalog No. 255 issued by M. Ducommun Company, 580 Fifth Ave., New York 36. The Minerva "Unbreakable Coil Spring Mechanism" is discussed in the catalog and uses for Minerva Stopwatches in sports, medicine, engineering, research and other areas are discussed. Complete descriptive information on the full line is given and each item is illustrated.

For more details circle #504 on mailing card.

· Triumph Vertical Food Mixers are described and illustrated in a reference folder released by Triumph Mfg. Co., 3400 Spring Grove Ave., Cincinnati 25, Ohio. A section of the folder discusses the attachments available for use with the mixers.

For more details circle #505 on mailing card.

· Designed to serve as a trade-in and specification guide for all makes and models of 16 mm. motion picture projectors manufactured since 1923, the revised edition of the "NAVA Bluebook of Used 16 mm. Projectors" is offered by the National Audio-Visual Association, Inc., 2540 Eastwood Ave., Evanston, Ill., at a cost of \$4 per copy. The new 96 page book in soft cover, plastic bound, covers a total of 367 models of projectors, produced by thirteen manufacturers. Included are a serial number index, projection and exciter lamp tables, general lamp nomenclature, screen size and trouble shooting charts, and names and addresses of manufacturers. For more details circle #506 on mailing card.

(Continued on page 234)

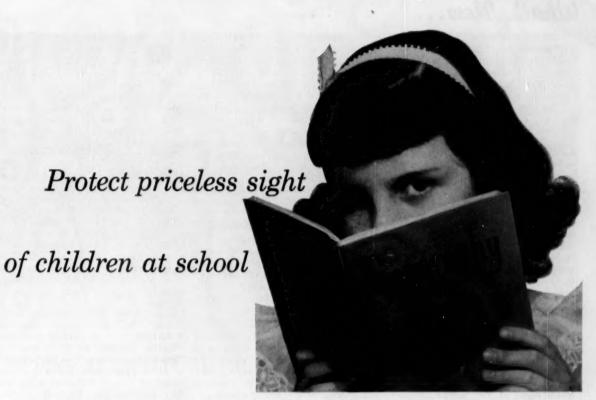




Strike Back!



The NATION'S SCHOOLS



Members of School Boards, PTA Groups, School Administrators and Architects are paying increasing and serious attention to protecting the sight of children at school. Logically so—since sight is the student's most priceless asset.

These public-minded groups consider school lighting in its proper perspective—as an investment in America's future. Because they have to "live with" fixtures for 20 years and more, they find it wise to actually SEE, EXAMINE and COMPARE various types and makes of fluorescent fixtures. More often than not, they choose Day-Brite—in fact, more schools use Day-Brite LUVEX® fixtures than any other make! CALL a Day-Brite school-lighting specialist. He can help.

Get this school-lighting booklet

Send for Day-Brite's helpful, quick-reference booklet—"Answers to School Lighting Problems." Or, call your Day-Brite school-lighting representative.





Day-Brite Lighting, Inc., 5451 Bulwer Ave., St. Louis 7, Missouri. In Canada: Amalgamated Electric Corp., Ltd., Toronto 6, Ontario.

NATION'S LARGEST MANUFACTURER OF COMMERCIAL AND INDUSTRIAL LIGHTING EQUIPMENT

· Solar-Selecting Glass Block No. 80-F is described and illustrated in a new booklet brought out by The Kimble Glass Co., Toledo 1, Ohio. The new glass block is designed for southern exposures to reject unwanted solar heat and light when the sun is at or near 45 degree altitude.
For more details circle #507 on mailing card.

• "Science Principles and Your Automatic Gas Range" is the title of one in a series of six booklets available from the Educational Service Bureau, American Gas Association, 420 Lexington Ave., New York 17. Scientific principles are discussed, followed by a series of experiments to illustrate them. More extensive experiments using gas are offered in booklets, "Experiments With Gas" and "Advanced Experiments With Gas," available from the Association or from any local gas company office.

For more details circle #508 on mailing card.

• The 1955 Catalog of Sanymetal's Toilet Compartments has been released by The Sanymetal Products Co., Inc., 1701 Urbana Rd., Cleveland 12, Ohio, The colorful 28 page catalog, known as Catalog 92, gives drawings, descriptions and specifications of the various compartments. Photographs of complete installations and color chips to aid in color

selection are also included. For more details circle #509 on mailing card.

• Five grade school workbooks made of removable spirit masters from which enough copies for an entire class can be duplicated have been announced by A. B. Dick Co., 5700 W. Touhy Ave., Chicago 31. Designed to help teachers save time in preparing assignments, each book deals with one general project around which all the basic subjects are related. The workbooks include "Living and Non-Living Things" and "Why the Weather" for grades three and four, "Let's Take a Field Trip" for grade five and "The Solar System" and "Natural and Artificial Light" for grade six.
For more details circle #510 on mailing co

· The facts behind slippery floor accidents are told in a humorous vein in a new booklet released by Walter G. Legge Co., Inc., 101 Park Ave., New York 17. Entitled "Mr. Higby and the Gremlin," the 16 page illustrated booklet tells how safety records can be improved while eliminating wasteful maintenance.
For more details circle #511 on mailing card.

• Technical Bulletin H-1 is a completely revised bibliography of the literature on G-11 (Hexachlorophene). Published by Sindar Corp., 330 W. 42nd St., New York 36, the bulletin contains references and abstracts of scientific and trade articles and patents. The index is subdivided to give the reader easy access to his subject of interest.

For more details circle #512 on mailing card.

• The new Turreter "Series 5" unit, featuring ten per cent uplighting, is discussed in a four page folder released by Smithcraft Lighting Div., Chelsea 50, Mass. Engineered to provide a minimum of glare, the lighting unit is available in many variations to meet a wide range of institutional lighting requirements, including reflectors for 100 per cent downlighting.
For more details circle #\$13 on mailing card.

· "How to Run a Lathe" is now available in a new and revised edition. The 128 page book contains valuable ideas and suggestions submitted by experienced shop men, and has 365 illustrations. Eleven chapters written in nontechnical language make it easy for the beginner to understand. The book is offered in paper binding at 50 cents and in fabrikoid binding at \$1.50 per copy by South Bend Lathe Works, South Bend 22. Ind.

4

For more details circle #514 on mailing card.

· Helpful hints to users of spirit duplicating machines are to be found in 'Quality Duplicating With Hectograph," a twelve page, non-technical book released by Columbia Ribbon & Carbon Mfg. Co., Inc., Glen Cove, N. Y. The book is divided into sections for easier reading and is complete with photo-

For more details circle #515 on mailing card.





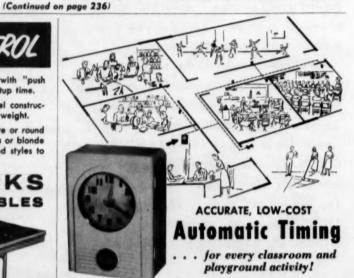
BARRICK'S Folding Tables with "push button" operation reduce setup time.

Exclusive steel center channel construction adds strength—reduces weight.

Choice of rectangular, square or round tables with plywood, formica or blonde hard board tops in sizes and styles to your exact needs.

AUTOMATIC LEG LOCK, legs lock in open position and close at the touch of BARRICKS





Make your present manual signal system fully automatic with a MONTGOMERY Program Clock . . , reliable, accurate, trouble-free. Easy to install, easy to set to any desired schedule. Models available for nearly every school use, priced as low as \$89.50.

See your dealer or write for details.

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...plus MAXIMUM SPECTATOR COMFORT

Just ask for a seat demonstration of *Universal* Roll-A-Way Stands. Then you'll see and appreciate what we mean by maximum spectator comfort...in minimum space.

Notice the spectator's natural, comfortable position while seated. Make all the tests you wish, with feet forward or drawn back under the seats. Get out the slide rule and compute the actual area (or we'll do it for you). Compare design, construction, dimensions, and you'll find that...



Universal Roll-A-Way Stands



provide more cubic inches of comfortable leg room below seat board levels than any other stands...with either 22" or 24" row spacing.

The extra distance from seat board to foot board (18½") and the position of the vertical filler or riser board (centered under seat) assure maximum space per spectator... permitting normal position of feet drawn back under seats. Compare this with other stands which have 2" or 3" less space and vertical filler boards flush with seat fronts. Write today for free catalog.

Universal Bleacher Company

606 SOUTH NEIL ST. . CHAMPAIGN, ILLINOIS

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• The physical performance of the new Suntrol Glass Block recently added to the line of functional glass blocks developed by Pittsburgh Corning Corporation, 1 Gateway Center, Pittsburgh 22, Pa., is discussed in a booklet recently released. Entitled "Suntrol Glass Block for Reduction of Glare and Heat," the booklet illustrates the principle of Suntrol, which is made with a pale green diffusing screen to help reduce the intensity of glare and heat.

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· "Fairhurst-What It Means in Folding Walls," is the title of a bulletin recently released by John T. Fairhurst Co., Inc., 45 W. 45th St., New York 36. The bulletin is designed to show how room space usefulness can be doubled or tripled with Fairhurst Folding Walls, the result of more than 40 years of research and specialization. Actual installations in schools and other institutions are illustrated.

For more details circle #\$17 on mailing card.

· A free floor survey service is offered by Hillyard Chemical Co., St. Joseph, Mo. A trained floor treatment expert will call on request and make a buildingwide examination of all floors. Recommendations resulting from his study and survey of the problems are presented in a bound booklet for daily use by maintenance men and others involved. Each survey is made up for the individual building needs, outlines problems and proposals for solving them, and recommends a cost-saving program of treat-

ment and care.

For more details circle #518 on mailing card.

· "Projection Lamp Buying Guide" is the title of a new booklet prepared as an informative reference digest to assist the buyer to purchase intelligently. Information on specifications and voltage ratings, base and filament diagrams, lamp construction details and characteristics, technical data and lamp uses are included in the 18 page booklet prepared by Sylvania Electric Products Inc., 1740 Broadway, New York 19.
For more details circle #519 on mailing card.

• "Norquist Coronet Tables and Chairs" for institutional use are illustrated and described in a folder released by Norquist Products, Inc., Jamestown, N. Y. Data on construction, style and quality of chairs, tables and storage trucks are supplemented with photographs in black and white and color.

For more details circle #520 on mailing card.

· Chrome-Plated Furniture suitable for use in school offices and cafeterias and in teachers' rest rooms is fully described and illustrated in Catalog 54/COM released by Lloyd Mfg. Co., Div. of Heywood-Wakefield Co., Menominee, Mich. The 24 page catalog pictures typical settings in addition to the individual pieces. For more details circle #\$21 on mailing card.

• The No. 55 Catalog of Maps, Globes and Charts issued by Denoyer-Geppert Company, 5235 Ravenswood Ave., Chicago 40, carries a reproduction of a new relief-like map of the United States in full color on the cover. The 66 page booklet shows a grade-by-grade correlation of sustained use visual aids, a three-step program of map, globe and chart use, elements of the graded program, a series of relief-like maps and a series of new products developed during the past year. The catalog has full-color illustrations and is indexed for quick reference.
For more details circle #522 on mailing card.

· Applications of Vicrtex fabrics on "Walls of Fame" are shown in a new booklet released by L. E. Carpenter & Co., Inc., Empire State Bldg., New York 1. The 12 page booklet describes the properties of Vicrtex and shows the full range of 36 House & Garden colors and many three-dimensional Vicrtex patterns in addition to giving interesting decorating ideas. An actual swatch of the "Safari" pattern is included.
For more details circle #523 on mailing card.

• The use and advantages of porcelain enamel panels are discussed in a 12 page brochure made available by Davidson Enamel Products, Inc., 1109 E. Kibby St., Lima, Ohio. Of special interest to administrators and architects wanting data on practical methods for porcelain enamel wall panel systems, the brochure on "Davidson Architectural Porcelain for Free Expression of Building Design" is illustrated by drawings and photographs showing installation of the product for interior and exterior facing and curtain wall paneling.

For more details circle #524 on mailing card.

The "Money Management Program" of the Consumer Education Department of Household Finance Corporation, 919 N. Michigan Ave., Chicago 11, is discussed in a folder listing the company's booklet and filmstrip lecture material. Available material covers budgets, spending, the various needs for modern living under each subject heading, and information on consumer credit.

For more details circle #125 on mailing card.

Film Releases

"Dangerous River," 17 min. and "Our Policemen," 11 min., both color or black and white. "Helicopter Carries Mail," 11 min. "How We Save Water," 10 min. Bailey Films, Inc., 6509 De Longpre Ave., Hollywood 28, Calif.
For more details circle #\$26 on malling card.

"Getting Along With Parents," high school guidance film, 16 mm., sound, color or black and white. "Casualty Insurance," for classes in business education, economics and social studies, 16 mm., sound, color. "The Passenger Train," for primary grade language arts and social study groups, 16 mm., color or black and white. "The Fireman," 16 mm., color, 11 min. "Animals in Spring," for middle grade science, reading and language arts classes, 16 mm., sound, color or black and white. "The Air Around Us," for middle grade science and elementary language arts classes, 16 mm., sound, color or black and white. Encyclopaedia Britannica Films Inc., 1150 Wilmette Ave., Wilmette, Ill.

For more details circle #527 on mailing card.

"Instruments of the Band and Orchestra," a series of 5 filmstrips for junior and senior high school: "Introduction,"
"The Brasses," "The Woodwinds," "The Percussions" and "The Strings," all 16 mm., 1 reel, sound, color or black and white. Coronet Films, 65 E. South Water St., Chicago 1.
For more details circle #528 on mailing card.

"Yugoslavia - Balkan Bastion," "The Yugoslav People and Their Customs" and "A Scenic Trip Through Yugoslavia," for junior and senior high schools, captioned. Film Research Associates, 304 Pinebrook Blvd., New Rochelle, N. Y.
For more details circle #529 on mailing card.

"New Conquests of Nature," 35 mm., 55 frames, black and white filmstrip on current affairs, accompanied by a discussion manual. Office of Educational Activities, The New York Times, Times Square, New York 36. or more details circle #530 on mailing card.

"South America," series of four filmstrips: "Lands and People of Northern South America," "Lands and People of the Middle Andes," "Lands and People of Southern South America" and "Land and People of Brazil," color, captions. Society For Visual Education, Inc., 1345 W. Diversey Pkwy., Chicago 14. For more details circle #531 on mailin

Suppliers' News

Johnson Service Company, 507 E. Michigan St., Milwaukee 2, Wis., manufacturer of automatic temperature control systems, announces the opening of new branch offices at Akron, Ohio; Mobile, Ala.; New Haven, Conn.; Sacramento, Calif.; Springfield, Mass.; Tampa, Fla.; Wilkes-Barre, Pa., and Youngstown,

The Michaels Art Bronze Co., Inc., Erlanger, Ky., manufacturer of ferrous and nonferrous metal products, including metal letters, display cases, bronze tablets and markers, parking meters and other products, announces the opening of new offices and factory on the Dixie Highway, eight miles southwest of Cincinnati, Ohio. The new facilities enable the company to increase production and expand its activities. The plant was formerly in Covington, Ky.



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